REPORT RESUMES

ED 019 325 UD 004 457

ANNUAL REPORT ON MEASURMENT AND EVALUATION, 1965-66, P.L. 89-10, TITLE I.

BY- BARNES, EDWARD G.

GEORGIA STATE DEPT. OF EDUCATION, ATLANTA

PUB DATE 15 DEC 66

EDRS PRICE MF-$0.75 HC-$6.40 158P.

DESCRIPTORS- *FEDERAL PROGRAMS, *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *PROGRAM EVALUATION, ANNUAL REPORTS, SCHOOL SERVICES, STATISTICAL DATA, MEASUREMENT INSTRUMENTS, ACHIEVEMENT TESTS, TEST RESULTS, PROGRAM ADMINISTRATION, SCHOOL DISTRICTS, PRIVATE SCHOOLS, INFORMATION DISSEMINATION, STAFF UTILIZATION, GUIDELINES, INTERAGENCY COOPERATION, ATTENDANCE, STUDENT ENROLLMENT, TABLES (DATA), ESEA TITLE 1, GEORGIA, CALIFORNIA ACHIEVEMENT TEST

THIS REPORT DESCRIBES THE ACTIVITIES OF ELEMENTARY AND SECONDARY EDUCATION, TITLE I COMPENSATORY EDUCATION PROJECTS WHICH WERE DEVELOPED TO ASSIST GEORGIA'S YOUTH. PROJECT ADMINISTRATION AND PROCEDURES, INNOVATIVE AND EFFECTIVE PROGRAMS, MEASUREMENT INSTRUMENTS, AND ACHIEVEMENT TEST RESULTS ARE SPECIFICALLY DISCUSSED. STATE GUIDELINES FOR THE IMPLEMENTATION OF TITLE I PROJECTS ARE APPENDED. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

04457

ED019325

ANNUAL REPORT
ON MEASUREMENT AND EVALUATION
1965-66
(P.L. 89-10, Title I)

Prepared by:
Edward G. Barnes, Coordinator
Measurement and Evaluation

State Department of Education
Jack P. Nix, Superintendent
December 15, 1966

UD 004 457

1965-66 ANNUAL REPORT
MEASUREMENT AND EVALUATION

Submitted to the Bureau of Elementary and Secondary Education of the United States Office of Education, Department of Health, Education, and Welfare in response to:

> Section 205 (a)(5) and Section 206 (a)(3) of Public Law 89-10 and a letter request from the Bureau of Elementary and Secondary Education, dated April 7, 1966, as amended.

Date	Jack P. Nix. Superintendent of Schools Georgia State Department of Education

TABLE OF CONTENTS

ITEM

Page

Part I Operational Information

1. Operation and Services 1
2. Dissemination 3
3. Evaluation 4
4. Major Problem Areas 8
5. Implementation of Section 205 10
6. Coordination of Title I and Community Action Programs 11
7. Relationship of Title I and Other Titles of ESEA 13
8. Cooperative Projects Between Districts 8
9. Non-Public School Participation 16
10. Supplementary Materials 19

Part II Comprehensive Analysis

1. Statistical Information 20
2. Establishing Project Areas 21
3. Needs 21
4. Local Educational Agency Problems 22
5. Activities Funded 24
6. Innovative Projects 25
7. Methods of Increasing Staff for Title I Projects 26
8. Measuring Instruments
    - SMSA "A" 29
    - SMSA "B" 30
    - SMSA "C" 31
    - SMSA "D" 32
    - SMSA "E" 34
9. Analysis of The Most Effective Activities and Methods 36
    - (a) Most Effective Listening 36
    - (b) Discussion of Procedural Aspects 36
        - SMSA "A" 36
        - SMSA "B" 66
        - SMSA "C" 81
        - SMSA "D" 87
        - SMSA "E" 102
10. General Analysis of Title I and Summary 141

Part III Tabular Data

Table 1 112
Table 2 113
Table 3 117
Table 6 118
Table 7A Reading Test Results 119
Table 7B Arithmetic Test Results 127
Table Pre- and Post-Test Compilation 133
Dropout Rates 140

Appendices (Under Separate Covers)*
Appendix "A" - State Guidelines
*Appendix "B" - Sample System Evaluations

Elementary and Secondary
Education Act of 1965

Title I

GEORGIA'S
ANNUAL EVALUATION REPORT
FOR FISCAL YEAR 1966

PART I:

1. OPERATION AND SERVICES:

Shortly after the enactment of Public Law 89-10, the Georgia State Department of Education began rendering assistance to Local Educational Agencies for the planning of the implementation of all parts of the Act, especially Title I. A statewide meeting of all local system superintendents was held, followed by two regional meetings, at each of which the superintendents from one-half of the state were in attendance. Later, after a coordinator for Title I was employed, regional meetings were held in each of the ten Congressional Districts. These meetings were attended by local school system superintendents and anyone else whom they wished to invite. Information was disseminated by State Department of Education personnel through word of mouth, picture projection, and duplicated handouts. Still later, five Title I Area Consultants were employed. These Area Consultants reside in various locations in the state, in such an arrangement that each local school system has the services of two consultants. Since August 1, 1965, these Title I Area Consultants have met with local educational agency administrators and others, individually and in small groups, explaining, interpreting, and assisting, in every way possible, in the planning for, and the preparation of applications for participation in Title I programs. The Area Consultants and other State Department of Education personnel have met with many professional and lay groups throughout the state, giving a broad coverage with regard to explanation of the provisions and possibilities under Title I. A Title I evaluation seminar was held at the University of Georgia with representatives of fifty school systems in attendance.

During the early summer of 1966, the Title I Area Consultants held small group meetings with local superintendents, their Title I coordinators, and others, to answer any questions relative to Title I and to review the FY '67 application blanks and instructions.

Also, during the summer of 1966, a series of conferences was held in each Congressional District for the purpose of discussing FY '66 project evaluations, answering questions relative to evaluation reporting forms which had been distributed, and planning for improved evaluation descriptions and implementations in connection with FY '67 projects.

In August 1966, a state-wide Title I conference was held on "The Education of Disadvantaged Children." In addition to school personnel, representatives from the State School Boards Association, State Department of Health, State Department of Family and Children Services (Welfare), Office of Economic Opportunity, State Teacher Associations, State Parent and Teacher Associations, and other groups were invited.

Personnel in several units of the State Department of Education have specific responsibilities in connection with strengthening Title I projects. Examples are in the areas of reading, social services, elementary education, exceptional children, and food services.

As Part I--Basic Data and Part II--Project Applications are prepared at the local level, they are screened by, and passed upon, by the Title I Area Consultants, before they are forwarded to the State Department of Education for final approval. This close relationship of State Department of Education employees, well-grounded in knowledge of Title I, with the local educational agency personnel has made, we think, a most satisfactory means of getting well prepared projects and programs under way.

The State Coordinator of Title I worked directly with Department of Health officials in connection with their project for children in the Gracewood School and Hospital under Public Law 89-313.

2. DISSEMINATION.

(a)

(1) Data from local projects are being disseminated to other local agencies via Title I Area Consultants, other State Department of Education personnel working in specific areas, newspaper reports, discussions at professional organizational meetings, and by direct visitations for observation.

(2) Data from local projects are being disseminated to the State agency by responses to various surveys, Title I Area Consultants and other State Department of Education employees, required financial and evaluation reports, news releases, and informal discussions and conversations carried on at professional gatherings and at friendly meetings.

(b) The State Department of Education disseminates information on promising educational practices via the many professional workers whom it sends out into the field; the numerous speaking engagements filled by its employees before special groups, conferences, and meetings; news releases made by its Division of Information and Publications; and by especially prepared memorandums distributed to a selected mailing list. It also provides much information to authors, graduate students, and institutions doing research for their publications.

3. EVALUATION

(a) Description of Guidelines. By November of 1965 some agencies of the State Department of Education began to disseminate information to LEA's on Title I projects in their specific subject matter areas as guidelines and suggestions for Title I activities. The suggestions from the Division of Pupil Personnel Services are described. On November 19, 1965 a letter was sent from the office of Pupil Personnel Services which categorized Pupil Personnel Services into four major areas within which many suggestions of Pupil Personnel Services might be expanded or provided under the provisions of Title I. This information was disseminated to the school superintendents.

Early in 1966 it was decided that evaluation of Title I activities in the State should be processed by the Division of Pupil Personnel Services and on May 26, 1966 a letter to superintendents of schools was sent with this information, and along with this letter, guidelines on evaluation were sent to the various superintendents of schools. These guidelines were developed from the information requested from the USOE for evaluation of Title I. The guidelines were divided into three sets of forms: Part I (pink); Part II (blue); and Part III (yellow).

The Part I form was devoted to statistical and tabular data that might be gained from the project proposal and from current information on the school plant, community, and other background data. Part II requested data on attendance, drop outs, graduates, and students continuing their education. Part III requested tabular information on the activity, the student, the staffing, testing, and narrative evaluations on project activities from the LEA. A copy of Part I, Part II, and Part III evaluation guidelines is included in this report as Appendix "A."

A series of meetings was arranged to assist schools with designing plans for evaluating 1966-67 Title I projects. Sample plans, designs, and projects are being used to talk with personnel engaged in evaluations of Title I projects on the local level. These meetings are being held in each Congressional District three times during the year. The first meetings were held this summer (1966) where sample evaluations for Part II and III were presented.

At this time professional personnel were being sought to initiate a new unit of Pupil Personnel Services called the Measurement and Evaluation Unit. This unit has the specific duties of coordinating and disseminating information on evaluations of Title I activities for the State of Georgia and the preparation of the State evaluation report to the USOE.

On September [illegible], 1966, Dr. Edward G. Barnes joined the State Department of Education in the Division of Pupil Personnel as Coordinator of Measurement and Evaluation of Title I projects and a letter dated September 29, 1966 was sent to all superintendents in the state advising them of this new unit and the address and telephone number for this new office.

Curriculum consultants of the State Department of Education have been advised of Title I proposals approved in their subject matter areas and have been requested to act in an advisory capacity to those LEA's for evaluative assistance.

(b) State Personnel Involved in Evaluation Assistance.

Dr. G. Franklin Shumake, Director, Pupil Personnel Services, State Department of Education, Atlanta, Georgia

Dr. Edward G. Barnes, Coordinator, Measurement and Evaluation, State Department of Education, Atlanta, Georgia

Mr. R. C. Beemon, State Coordinator of Title I, State Department of Education, Atlanta, Georgia

Mr. Chalmers F. McCollum, Title I Consultant, State Department of Education, Atlanta, Georgia

Mr. Jeff L. Cain, Title I Area Consultant, State Department of Education, Atlanta, Georgia

Mr. Clarence H. Huff, Title I Area Consultant, State Department of Education, Atlanta, Georgia

Mr. Sam S. Jossey, Title I Area Consultant, State Department of Education, Atlanta, Georgia

Mr. John Robinson, Title I Area Consultant, State Department of Education, Atlanta, Georgia

Mr. Daughtry L. Thomas, Sr., Title I Area Consultant, State Department of Education, Atlanta, Georgia

Dr. Richard H. Kicklighter, Coordinator, Psychological Services, State Department of Education, Atlanta, Georgia

Mr. Neil C. Gunter, Coordinator, Guidance, Counseling and Testing Services, State Department of Education, Atlanta Georgia

(c) Consultants Involved in Evaluation Assistance.

Miss Olleen Williams, Art Education Consultant

Miss Madie A. Kincy, Elementary Education Consultant

Mrs Juanita N. Abernathy, English and Reading Consultant

Miss Ruth Keaton, Foreign Language Consultant

Mr. Wilbur Stanley, Health, Physical Education, Recreation and Temperance Consultant

Mrs. Gladys Thomason, Mathematics Consultant

Dr. Frank Crockett, Music Consultant

Mr. J. B. Angelo Crowe, Safety and Driver Education Consultant

Mr. Dallas Stewart, Science Consultant

Mr. Stanley Bergquist, Social Studies Consultant

Mr. John H. Persell, Teaching Media Consultant

Part I
3. Evaluation (d)

Number of Projects	Evaluation Design
6	Two group experimental design using the project group and a conveniently available non-project group as the control.
132	One group design using a pretest and posttest on the project group to compare observed gains or losses with expected gains.
65	One group design using pretest and/or posttest scores on the project group to compare observed performance with local, State or national groups.
35	One group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school.
84	One group design using test data on the project group, but no comparison data.
441	Other (specify)

MAJOR PROBLEM AREAS:

(a)

(1) Getting project applications prepared at an early date and in acceptable form has been a probl Smaller school systems frequently lack adequate personnel to do the job. Sometimes the task is assigned to people with inadequate and/or inappropriate backgrounds without giving them sufficient orientation.

Some projects are broad in scope; and a satisfactory way to give local school systems as much assistance as we would like in the early planning stages of their projects by the State Department of Education subject-matter specialists has not been devised.

The seasonal rush of projects and amendments just prior to the "cut-off" date for filing, posed a problem.

(2) Difficulty has been encountered in getting local school systems to meet deadlines in connection with various surveys and reports.

Some school systems have had some difficulties in adopting the obligation basis of accounting when they have been accustomed to using a different basis.

(3) Many overlapping difficulties surround the area of evaluation:

1. Administrators and teachers have not had the incentive to evaluate and change. Teacher education schools and public schools have given "lip service" only to educational research and innovation.
2. The sophistication of teachers and administrators in the area of statistical design and analysis is quite low in comparison to research in the applied sciences and in industry.
3. School administrators have been without monies for instructional uses for so long that evaluation seems relatively unimportant in relation to pressing immediate needs.
4. Educational needs of the cultural disadvantaged and others have been so long outstanding that in most instances proper planning for surveys and assessments of needs has not occured.

5. Considering the needs that are readily obvious, the ability of the LEA's personnel to state objectives in measurable terms that indicate criteria for minimum performance to achieve goals that supply the needs is extremely low.
6. Most LEA's have not as yet committed themselves to proper documentation of information for evaluative purposes.
7. Most LEA's have not felt committed enough to the idea of evaluation and the need for accuracy and reliable information to proofread narrative and to check reports for statistical errors.
8. The state department has not yet issued structuring communications for LEA's to follow which are detailed and explanatory enough to prevent many gross errors.
9. The USOE developed structuring guidelines for the year 1965-66 which are ambiguous and unexplained as to what the nature of their use will be. The evaluation requests from USOE need to be more explanatory by definition and by sample. The USOE as well as the states should suggest methods by which electronic data processing may be employed to develop the state wide and local evaluations in a variety of aspects.

(4) Not knowing at an early date the amount of money available to the state and local agencies has presented a problem.

The developing of the Federal Guidelines during the fiscal year and the changing of the application blanks with the accompanying changes in instructions for filling them out posed problems.

(Problem areas for programs involving handicapped children under Public Law 89-313 are essentially the same as for the other programs.)

(b) Legislation which would enable State and Local agencies to know how much money would be available to them for a given fiscal year by April of the preceding year would be extremely helpful.

If legislation which alters the program would be made effective with the next succeeding fiscal year, better programs would be devised.

A sufficient quantity of the printed legislation, Regulations, Guidelines, Application Blanks, and Instructions for Filling out the Application Blanks made available in the spring for the following fiscal year would be very beneficial.

Future legislation might correct some evaluation problems by placing money incentives for training coordinators, consultants, and administrators as an amendment to Title I. Perhaps, the law or USOE might suggest minimum rates and efforts that should be expended on evaluations and offer money research incentives to those systems that offer innovative and new ideas in evaluative efforts and instrumentation

5. IMPLEMENTATION OF SECTION 205 (a)(1):

(a) Types of projects which were not approvable when first submitted on the basis of size, scope, and quality were those which: (1) requested additional classroom space to relieve normally overcrowded conditions, (2) included a gymnasium or similar facility intended primarily for exhibitions, (3) were designed to obtain facilities, equipment and supplies and to omit personal services, and (4) over-emphasized the provision of food services.

(b) Misconceptions which some local educational agencies had concerning the purposes of Title I and the requirements for size, scope, and quality were: (1) that money allocated to them could, in some way, be used for a type of general aid to education within their school system, (2) that they should be permitted to use the major portions of their allocations for providing classrooms to take care of generally overcrowded conditions, and (3) that Title I programs, because the money supporting them is 100% Federal, need not adhere to a previously established State regulation or policy relating to certain aspects of the programs, e.g., certification of professional personnel, safety and sanitation requirements, etc.

6. COORDINATION OF TITLE I AND COMMUNITY ACTION PROGRAMS:

(a) The number of projects in the local educational agencies that serve an area where there is an approved Community Action Program is 130.

(b) The total amount of Title I money approved for LEA's where there is an approved Community Action Program is $21,174,291.94.

(c) Included in its Part II, Project Application, each school system must describe its cooperation with the Community Action Agency in the development of the project. It must also include a statement of Community Action Agency review of the project if a local Community Action Program is operating in the given community.

Agreements have been entered into between officials of the State Department of Education and the State Department of Family and Children Services to establish procedures for coordinating their efforts under the provisions of the Economic Opportunity Act of 1964 and the Elementary and Secondary Education Act of 1965. These agreements include requirements for cooperative planning at the local level by the persons most closely associated with the administration of the two Acts. Representatives of each Department have attended numerous conferences of the other Department as participants.

In the event that a satisfactory "Statement by Community Action Agency" is not received with a Title I project application, the agreement which has been worked out between the Office of Education and the officials of the Office of Economic Opportunity will be put into effect.

The State Technical Assistance Officer is in the State Department of Family and Children services.

(d) In only one minor instance, mentioned under (e) below, have we had any difficulty in securing Community Action Agency--Local Education Agency cooperation. There is usually a great deal of overlapping of governing personnel between these two Agencies which makes for a high degree of cooperation. Their interests and objectives are similar in nature.

(e) We had only one instance of a minor misunderstanding in Community Action Agency--Local Education Agency cooperation. In that case the CAA official had signed a statement of approval of the proposed Title I project. Later, when the CAA was developing a project plan, he objected to the different arrangements being made by the LEA and the CAA for children who were to participate in similar projects and stated that when he had signed the statement referred to above he thought it was for an entirely different program. We could not understand how this misunderstanding could have happened. In a joint conference all misunderstandings were ironed out, and the two projects functioned harmoniously.

(f) When an approved Community Action Program was in effect in a given community, the LEA was required to contact the CAA for joint planning and/or discussion of the proposed Title I project. The CAA provided a letter (attached to the Title I project application) stating that there was no overlapping or duplication of efforts in the projects of the two agencies and that the CAA endorsed the Title I proposal. The two programs reinforced each other in several ways. Examples are:

1. CAA provided many schools with Neighborhood Youth Corps students from economically deprived families to give part-time employment as custodial aides, library helpers, repair and ground crews, lunch room assistants, etc.
2. Child Development Centers were operated for the benefit of children of working mothers. Later, these children attended a kindergarten program operated as a Title I project.
3. Children attended a Head Start program during the summer of 1965 and later attended schools with Title I programs in operation.
4. A school system which operated a summer school for primary grade pupils under Title I and a Head Start program under the CAA used funds from one source to provide transportation for both groups and funds from the other source to provide needed food services for both groups.
5. School Systems have shared their classrooms, libraries, visiting teachers, secretarial help, speech therapists, curriculum directors, etc., with both Title I and CAA project participants.
6. Reading programs were operated by both Agencies with close cooperation to assure that there was a sharing of ideas and no duplication of services.
7. Equipment and materials purchased for regular-term Title I projects were used by Head Start summer-term projects.

8. Some CAA programs were directed toward parents while accompanying Title I programs were directed toward their children, thereby strengthening the home situation.
9. Equipment purchased for Title I projects has been available for the use of NYC students and Adult Basic Education classes.
10. In most instances, the governing bodies of both Agencies has personnel in common which makes for a high degree of understanding and cooperation in the planning and implementation of their programs.

(g) It would be administratively helpful if the areas of operation of the Community Action Programs and of Title I were mutually exclusive--well defined with no possibilities of overlapping or duplication.

7. INTER-RELATIONSHIP OF TITLE I WITH OTHER TITLES OF ESEA:

(a) The greatest inter-relationship between ESEA Titles has taken place in our state between Title II and Title I.

In a number of instances where library facilities and resources were totally lacking or dreadfully inadequate in Title I target areas, the provisions of Title II would not nearly meet the requirements for satisfactorily meeting the needs of the educationally deprived children in those areas. In such cases the programs of the two Titles were focused on upgrading the instructional offerings by more adequately providing library books, materials for learning, and the supplies necessary for the use of these materials.

Local school people, in planning for the best use of funds available under both Titles, have identified common problems such as inadequate space and facilities; too few librarians; insufficient coordination between library and curriculum; lack of allocations to libraries of particular schools; and inadequate funds to finance the development of the materials center concept.

In some instances Title I funds were used for providing personnel and facilities while Title II funds were used for acquisition of books and other instructional materials. In other instances it was necessary to use funds from both Titles to purchase books.

(b) Title III projects have been designed to include demonstrations of how materials and equipment available under Title I can be utilized effectively toward reaching the objectives for which they were purchased.

Other Title III projects have inter-related with Title I projects by providing in-service training for personnel, including some teachers working on Title I projects. While the teachers may be presently concerned in their Title I instructions with a remedial approach, the Title III program may also be providing them with a preventive approach.

Where programs under both Titles were operated in close proximity to each other in metropolitan areas, cooperation enabled them to plan equipment purchases so as to avoid unnecessary duplication and so as to get the greatest amount of service from the combined funds available.

(c) No instances come to mind in which Title I funds were used in connection with Title IV.

(d) Title I funds have not been used in connection with Title V to any appreciable extent; however, Title V funds have been helpful to Title I by providing in-service training to certain Title I personnel and by providing staff and services which make the work of the SEA Title I staff easier, e.g., an improvement of the General Services Section of the Department of Education, the provision of two WATS lines, the addition in several areas of consultants and other personnel who will both directly and indirectly assist in carrying out the purposes of Title I.

(e) The Atlanta City system was successful in developing and implementing its projects relating Title I and other Titles of ESEA. They designed their programs in such a manner as to provide supplementary and supportive services with the least possible amount of duplication. This was done through coordination in planning through their Research and Development Division with the assistance of appropriate school personnel such as teachers, principals, area administrators and supervisors, and their Instructional Services Center. Representatives of various community organizations, colleges, universities, and consultants from different state and federal agencies also assisted them.

The Baldwin County system reported success in the relating of Title I and other Title projects under ESEA. They state that as a result of their programs they have improved and upgraded their library services.

The Bremen City system reported success from its efforts to improve audio-visual services by using Title III and Title I funds in conjunction with each other. The programs complemented each other and the school system obtained a better and more adequate audio-visual program.

The Crisp County system reported that they used Title I and Title II funds cooperatively in a successful effort to improve library facilities and services.

The Dalton City system reported that they put forth a great deal of effort in ordering materials under Title I and Title III programs to make selections that were considered essential for providing basic and enrichment needs without duplication of equipment and services.

(f) None of our school systems (in response to our questioning them re: the matter) reported any problems directly related to developing and implementing projects which related Title I with other Titles of ESEA. Some did report, however, that late delivery on purchase orders and insufficient available funds hindered the effectiveness of their cooperative efforts.

(g) No suggestions or recommendations come to mind for revising the legislation that would facilitate a more effective use of Titles II, III, IV, and V in reinforcing Title I.

8. COOPERATIVE PROJECTS BETWEEN DISTRICTS:

(a) In fiscal year 1966, Georgia had four cooperative projects. In each case there was a high degree of understanding, trust, and cooperation between the administrators of the cooperating LEA's as they developed plans, determined the amount of money each LEA would contribute, identified the educational needs to be met, prepared the project descriptions, and implemented the approved projects.

(b) In some instances it was somewhat difficult for the members of the boards of education to agree on cooperative projects. This was not true of their superintendents.

In one instance the administrator of the project was not from the LEA in which the project was carried out. This caused some misunderstandings and late reports. This situation should not reoccur.

(c) No suggestions or recommendations come to mind for revising the legislation conderning cooperative projects between districts.

9. NON-PUBLIC SCHOOL PARTICIPATION:

(a) The necessity for including eligible non-public school children in projects has been emphasized to local school administrators through personal contacts and group conferences as well as through printed copies of the Act, Regulations, and Guidelines.

The description of each project activity or service or set of related activities and services in the project application must contain information relative to the nature and extent of the involvement of non-public school children in the activity or service. If non-public school children are not to participate, the reason for non-participation must be satisfactorily explained before the project is approved.

(b) Cooperation between public and non-public school officials relating to Title I projects has been good. Non-public school officials have participated in project planning and project orientation activities. There has been no known conflict between the two types of officials.

Perhaps the greatest amount of non-public school-child participation was in summer projects which provided remedial instruction. It is, of course, much easier to get non-public pupils to take part when regular term school classes are not in session. In such instances the non-public pupil has participated on the same basis as the public school child.

(c) No known major problems have arisen in developing and implementing Title I projects involving both public and non-public school children.

In a few instances it has been rather difficult to get public school officials to actively involve non-public school officials in the planning stage rather than to inform them what has been done after much of the planning has been completed.

Since the projects are administered by public school officials, direct contacts with public school pupils and their parents are more easily made than with non-public school children and their parents. Public school pupils are more readily accessible for such activities as surveys, screening tests, and the dissemination of project information directly into the homes.

(d) No suggestions or recommendations come to mind for revising the legislation concerning public and non-public school participation.

(e) Participation of Non-Public School Children

Schedule	On Public School Grounds Only		On Non-Public School Grounds Only		On both Public & Non-Public School Grounds		On Other Than Public or Non-Public Sch. Grounds	
	Proj	Children	Proj	Children	Proj	Children	Proj	Children
Regular School Day	7	10,640	5	540	2	248		
Before School Day								
After School	1	10						
Weekend								
Summer	8	3,386	2	44			1	9

10. SUPPLEMENTARY MATERIALS

(a) A copy of the *Georgia State Guidelines for Title I of Public Law 89-10* accompanies each copy of this report.

(b) No LEA evaluations have been contracted by outside agencies.

(c) This is submitted as tabular information as Table 8.

(d) Evaluations submitted to the office of Measurement and Evaluation, Georgia State Department of Education by LEA's are entered under separate cover as "Appendix B" for this report.

PART II COMPREHENSIVE ANALYSIS

1. STATISTICAL INFORMATION

Classification	Number of LEA's for which Title I programs have been approved	Funds Actually Committed	Unduplicated Count of Children				Average Cost per pupil Col. 3 by Col. 4
			Total Col. 5, 6 & 7	Public	Non-Public	Not Enrolled	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
A	6	$ 6,164,352.66	118,693	117,154	133	1,406	51.93
B	3	1,012,867.92	4,097	3,463	634		247.22
C	6	744,065.97	8,260	8,106	4	150	90.08
D	166	28,559,883.94	262,703	257,375	545	4,783	108.71
E	5	120,783.95	3,128	1,986		1,142	38.51
TOTALS	186	36,601,954.44	396,881	388,084	1,316	7,481	536.45

Fin Rept Nov. 30 Funds expended 32,791,041

Funds act. spent + paid for and
+ unliquidated

Opr. branch
& call Cushing.
202 962 2274

2. ESTABLISHING PROJECT AREAS:

The most widely used methods for establishing project areas, listed in rank order by SMSA's were as follows:

Classification A:
  (1) School surveys
  (2) Census information
Classification B:
  (1) School surveys (used in all systems in this classification)
Classification C:
  (1) School surveys
  (2) Free lunches served
  (3) House-to-house survey
  (4) Census information
Classification D:
  (1) School surveys
  (2) Census information
  (3) Data from Welfare Department
  (4) Free lunches served
Classification E:
  (1) School Surveys
  (2) Several systems have only one school, consequently no particular method was needed.

3. NEEDS:

The most pressing pupil needs in this State that Title I was designed to meet, listed in rank order by SMSA's were as follows:

Classification A:
  (1) Low performance in reading
  (2) Low level in verbal functioning
  (3) Low performance in other skill areas
  (4) Handicapped children (physical and mental)
  (5) Malnutrition
  (6) Kindergarten
  (7) Need for physical education and recreation
Classification B:
  (1) Low performance in reading
  (2) Kindergarten
  (3) Handicapped children (physical and mental)
  (4) Malnutrition
  (5) Need for orientation for college-bound students

Classification C:

(1) Low performance in reading

(2) Low level in verbal functioning

(3) Low performance in other skill areas (science, industrial arts, physical education, art, etc)

(4) Kindergarten

(5) Poor health

(6) Malnutrition

Classification D:

(1) Low performance in reading

(2) Low functioning in English and in other language arts

(3) Low performance in other skill areas (mathematics, science, vocational areas, etc.)

(4) Lack of cultural enrichment (music, art, etc)

(5) Malnutrition

(6) Kindergarten

(7) Need for guidance and counseling services

(8) Need for library services

(9) Poor health

(10) Poor school attendance

(11) Inadequate shoes and clothing

Classification E:

(1) Low performance in reading

(2) Low performance in other skill areas

(3) Kindergarten

(4) Malnutrition

Children in the institution served by a project under Public Law 89-313 had the following needs:

(1) Need for contact with "outside community"

(2) Need for more personalized and individualized instruction

(3) Need for travel and enriching life experiences

(4) Need for physical education, swimming, and safety instruction

(5) Need for wholesome recreation

(6) Need for speech development and speech therapy

(7) Need for specialized instruction for the blind and severely visually impaired retarted children

4. LOCAL EDUCATIONAL AGENCY PROBLEMS:

The principal problems which local officials encountered in implementing projects, listed by SMSA'S were as follows:

Classification A:

(1) A generally insufficient supply of all categories of professional personnel

(2) Inadequate available space and facilities

(3) Inappropriate timing for initiating the projects

(4) Delays in deliveries of supplies and materials

(5) Need for increased in-service training for personnel employed in the projects

(6) Project staff needs to be involved during the planning and preliminary stages

(7) Apathy on the part of parents with regard to the program

(8) The feeling on the part of non-target areas that they are being "left out"

Classification B:

(1) A generally insufficient supply of professional personnel, especially in the areas of reading specialists, kindergarten teachers, and diagnosticians

(2) Lack of adequate transportation for participants

(3) Plans to "follow-up" the programs

(4) Insufficient space in the locations where additional rooms were needed

(5) Insufficient understanding of the programs on the part of parents

(6) Delay in delivery of materials

Classification C:

(1) A generally insufficient supply of professional personnel--particularly in the areas of reading specialists, art teachers, supervisors, and teacher aides

(2) Lack of suitable building space

(3) Late delivery of materials and supplies

(4) Magnitude of clerical work involved

(5) Difficulty in communicating with general public and parents of children involved in the program

(6) Insufficient time for in-service training programs

Classification D:

(1) A generally insufficient supply of all categories of professional personnel

(2) Delay in delivery of materials and supplies

(3) Need for additional building space for activities

(4) Difficulties in knowing how to properly evaluate the outcomes of the various activities

(5) Lack of time for implementation of the program

(6) Need for more time for in-service training of program personnel

(7) Need for air-conditioned rooms for summer activities

(8) Lack of needed trained clerical personnel

(9) Need for additional services at the "project director" or "project coordinator" level
(10) Need for more time to adequately plan projects
(11) Difficulty in arriving at a reliable determination of a priority order of needs in target areas
(12) Lack of concern, interest, and responsibility of some parents for the welfare and development of their children

Classification E:
(1) A generally inadequate supply of qualified teachers and teacher aides
(2) Lack of "know-how" for evaluating projects
(3) Delay in delivery of instructional materials and equipment

5. ACTIVITIES FUNDED:

The most prevalent types of Title I activities in this state, listed by SMSA's were as follows:

Classification A:
(1) Developmental and corrective reading
(2) Remedial and enrichment activities in other skill areas
(3) Programs for the handicapped(physically and mentally)
(4) Food services
(5) Kindergarten
(6) Physical education and recreation program

Classification B:
(1) Developmental and corrective reading
(2) Kindergarten
(3) Program for handicapped
(4) Food services
(5) Orientation for college-bound students

Classification C:
(1) Developmental and corrective reading
(2) Programs for improvement in English and in other language arts areas
(3) Development and improvement of skills in art, science, industrial arts, and physical education
(4) Kindergarten
(5) Health services
(6) Food Services

Classification D:
- (1) Developmental and corrective reading
- (2) Extended programs in English and in the other language arts
- (3) Activities to develop skills in mathematics, science, vocational areas, etc.
- (4) Beginning and developing programs in cultural enrichment (music, art, drama, etc.)
- (5) Food services
- (6) Kindergarten
- (7) Guidance and counseling services
- (8) Library services
- (9) Extended health and dental programs
- (10) Extended attendance and social service activities
- (11) Provision of shoes and clothing

Classification E:
- (1) Developmental and corrective reading
- (2) Activities to improve performance in other skill areas
- (3) Kindergarten
- (4) Food services

The project which served children in an institution under Public Law 89-313 provided field trips to several well-known, historical and recreational spots in the state; provided contact with the "outside, normal" community; enriched life experiences; provided a closer relationship between children and adult supervisors and teachers than they had previously experienced.

6. INNOVATIVE PROJECTS:

Listed below, by SMSA's, are certain projects which included what we considered to be innovative and/or exemplary activities. The state project number and name of the local system follow each.

Classification A:
- (1) Training and use of lead reading teachers (#3 Atlanta City)
- (2) Tutoring services and supervised study after school hours (#14 Chatham County and #139 Richmond County)
- (3) Program for physically handicapped (#146 Richmond County)
- (4) Curriculum materials center (#12 Muscogee County and #173 Bibb County)

Classification B:
- (1) Orientation program for college-bound student (#270 DeKalb County)

Classification C:
- (1) Mobile materials center (#91 Gwinnett County)
- (2) Space science center (#90 Walker County)

Classification D:
- (1) Diagnostic and remedial reading clinic (#162 Lowndes County)
- (2) Training and use of lead reading teachers (#80 Hall County)
- (3) Tutoring services and after school supervised study (#120 Jeff Davis County)
- (4) Program for homebound (#142 Wilcox County)
- (5) Materials center services (#19 Waycross City and #76 Habersham County)
- (6) Summer school vocational orientation project (#204 Monroe County)
- (7) Manual arts training through use of mobile unit (#118 Barrow)

Classification E:

(We have none to report in this classification)

7. METHODS OF INCREASING STAFF FOR TITLE I PROJECTS:

The methods which LEA's used to develop or increase staff for Title I projects are listed below according to SMSA's.

Classification A:
- (1) In-service training of staff
- (2) After-hours use of staff
- (3) Summer use of staff
- (4) Use and training of teacher aides
- (5) Contracted for specialized services

Classification B:
- (1) Reassignment of current staff
- (2) Employment of new staff members to replace reassignments
- (3) Summer use of current staff

Classification C:
- (1) Employment of new staff members
- (2) Summer use of current staff
- (3) Employment and training of teacher aides
- (4) In-service training of staff

Classification D:
- (1) Employment of new staff
- (2) Summer use of current staff

- (3) Use and training of teacher aides
- (4) In-service training of staff
- (5) Contracted for specialized services

Classification E:

- (1) Summer use of current staff
- (2) Employment of new staff
- (3) Use of teacher aides

8. TABULAR DATA:

(a) The five most commonly funded Title I projects in our state, grouped by project objectives were:

- (1) To improve reading skills
- (2) To improve skills in other areas (mathematics, science, vocational subjects, etc.)
- (3) To improve nutrition
- (4) To improve health and physical well being of children
- (5) To improve children culturally (music, art, drama, etc.)

(b) Within each of the five categories listed in (a) above, the most common approaches used to reach the objectives were

- (1) To improve reading skills
  - a. Provision of additional teacher time
  - b. Provision of teacher aides
  - c. Provision of additional library services
  - d. Provision of additional equipment and supplies
  - e. Provision of in-service training of teachers
- (2) To improve skills in other areas (mathematics, science, vocational subjects, etc.)
  - a. Provision of teacher aides
  - b. Provision of additional teachers
  - c. Provision of laboratories, materials, and equipment
  - d. Provision of in-service training of staff members.
- (3) To improve nutrition
  - a. Provision of free lunches and snacks
  - b. Provision of equipment
  - c. Provision of additional personnel
- (4) To improve health and physical well-being of children
  - a. Provision of physical examinations and follow up

  - b. Provision of corrective measures in regard to health and dental conditions.
  - c. Provision of additional personnel, equipment, and supplies
  - d. Provision of extended cooperation with local departments of health
  - e. Provision of expansion and extension of physical education and recreation programs

(5) To improve children culturally (music, art, drama, etc.)

  - a. Provision of the establishment and expansion of programs in music and in art
  - b. Provision of equipment, materials, and supplies
  - c. Provision of appropriate field trips and educational tours
  - d. Provision of additional specialized personnel for regular term and for summer school

8. MEASURING INSTRUMENTS

SMSA "A" (Bibb, Chatham, Dougherty, Muscogee, Richmond Counties,
and Atlanta City)

Atlanta City System did not report systematic testing as part of their evaluation which somewhat typifies this SMSA with an aversion to experimental programs and the use of broadside testing. Consequently, no one test was used predominently. The Atlanta System laid a heavier emphasis upon normative survey and subjective analysis of the developmental aspects of its Title I activities.

Richmond County System activities used testing which included the "Peabody Vocabulary Test" and the "Gates Primary Reading Readiness Test" along with the "Informal Reading Inventory" and the "President's Council on Physical Fitness Test." Several activities in Richmond County were of such a nature that standardized or group tests would be of little value e. g. programs for the handicapped.

Muscogee County System used the "Metropolitan", "Stanford", and "The Iowa Test of Basic Skills" for evaluation. Also, the "Durrell Oral and Silent Reading Test", "Spache Oral and Silent Reading Test", and the "Dolch Basic Sight Words Test" were given along with the "Peabody Picture Vocabulary Test."

Dougherty County System gave some standardized testing, but did not report this testing as part of their evaluation; however, the evaluation did mention the use of the "Articulation Test." ~~(A copy of this instrument is included in the appendices of this~~ report. Dougherty County System used certain other psychological reports, procedures, surveys, and tests which were "alluded to" in the evaluation, but not "reported on."

The Chatham County System used: "The California Achievement Test" for mathematics and reading in the 5th-12th grades; "The Metropolitan Reading Readiness Test" for pre-school; and "The Gates Primary Reading Test" for grades 1, 2, and 3.

Bibb County System used the "Metropolitan Achievement Test" for reading and mathematics for the second grade; "The Iowa Test of Basic Skills" for grades three through seven; and the "Stanford Achievement Test Battery" for English, mathematics, and social studies for the 8th through 12th grades.

The standardized testing in prevalent use by schools in SMSA "A" are listed in order as follows:

(a) Metropolitan Reading Readiness
Gates Reading Readiness
Informal Reading Inventory

(b) Metropolitan Primary Reading
Gates Primary Reading
Informal Reading Inventory
California Reading Test

(c) Iowa Test of Basic Skills
Metropolitan Achievement Test
California Achievement Test
Stanford Achievement Test

(d) California Achievement Test
Stanford Achievement Test
Iowa Test of Basic Skills

(e) Stanford Achievement Test.

SMSA "B" (Fulton County, Cobb County, DeKalb County)

No one test was used predominently in SMSA "B"; however, all of the tests listed here were used in some degree in almost all grades. It appears that the systems in this SMSA attempted to diversify their testing for experimental reasons and a heavier emphasis was placed upon individual case study, subjective analysis, observations, conferences, administrative and teacher supposition, assumption, verbal report, rating scales, etc.

(a) Standardized Tests and Inventories:

(1) Achievement

(a. Durrell Analysis of Difficulty
(b. Spache Diagnostic Reading Scales
(c. Stroud-Hieronymus Primary Reading Profiles
(d. Wide Range Achievement Tests
(e. Iowa Test of Basic Skills
(f. Durrell-Sullivan Reading Achievement Tests
(g. Gray Oral Reading Tests
(h. Developmental Reading Tests
(i. California Achievement Tests
(j. Davis Reading Tests
(k. Gates Basic Reading Tests
(l. Gates Reading Survey
(m. Harrison Stroud Reading Readiness Tests
(n. Michigan Successive Discrimination Language Program
(o. McCall Crabbe Test
(p. Cain Leveine Competency Scale
(q. Marianne Frostig
(r. Clopp-Young English Test
(s. Harrison-Stroud Reading Readiness Profiles
(t. Detroit Word Recognition Tests
(u. Mills Learning Method Tests

(2) Intelligence

(a. Stanford Binet Intelligence Scales
(b. Wechsler Intelligence Scale for Children
(c. Wechsler Adult Intelligence Scale
(d. Peabody Picture Vocabulary Test

(3) Interest

(4) Attitude

(5) Other

(a. Bender Gestalt Visual Motor Test
(b. Wepman Auditory Discrimination Test
(c. Harris Test of Lateral Dominance
(d. Screening Tests for Identification of Specific Learning Disability
(e. Goodenough Harris Drawing Test
(f. Pictorial Tests of Intelligence

(b) Other Tests

(1) Locally Devised Tests

(a. Informal Reading Inventory
(b. Nonsense Words Test of Phonics Skills
(c. Test for Initial Consonant Substitution, Reversal Tendancies, and Use of Affixes

(2) Teacher Made Tests

(3) Other

(a. Dolch Basic Sight Word Test
(b. Betts Individual Word Recognition Test

(c) Other Measures

(1) Teacher Ratings
(2) Anecdotal Records
(3) Observer Reports
.(4) Other

(a. Hearing-Screening Examination--Audiometer Sweep Test
(b. Vision-Screening Examination--Telebinocular

SMSA "C"

(a) Pre-Kindergarten/Kindergarten

(1) Metropolitan Reading Readiness Test - A

(b) Grades 1-3

(1) California Achievement (Reading) Test - W
(2) Gates Primary Reading Test
(3) Gates Reading Survey

(c) Grades 4-6

(1) California Achievement (Reading) Test - W

(2) Gates Reading Survey
(3) STEP - A

(d) Grades 7-9

(1) California Achievement (Reading and Arithmetic) Test - W
(2) STEP - A

(e) Grades 10-12

(1) STEP-SCAT - A

SMSA "D"

(a) Pre-Kindergarten and Kindergarten

(1) Metropolitan Readiness Tests TIP

(a. Form I
(b. Form II

(2) Informal Reading Inventory
(3) Lee-Clark Reading Test, Form A
(4) Peabody Picture Vocabulary Test

(b) Grades 1-3

(1) California Achievement Test

(a. Form W
(b. Form X

(2) Gates Reading Test

(a. Form I
(b. Form II

(3) Metropolitan Achievement Tests

(a. Form A
(b. Form B
(c. Form C

(4) Science Research Associates

(a. Form C
(b. Form D

(5) California Mental Maturity Test, S-F

(6) Stanford Achievement Tests

(a. Form W
(b. Form X
(c. Form Y

(7) Lee-Clark Reading Test, Form A

(c) Grades 4-6

(1) California Achievement Test

(a. Form W
(b. Form X
(c. Form Y

(2) Iowa Tests of Basic Skills

(a. Form 1
(b. Form 2
(c. Form 3
(d. Form 4

(3) Science Research Associates Achievement Tests

(a. Form C
(b. Form D

(4) Metropolitan Achievement Test

(a. Form A
(b. Form C

(5) California Mental Maturity, S-F

(6) Stanford Achievement Test

(a. Form W
(b. Form Y

(7) STEP

(a. Form A
(b. Form B

(d) Grades 7-9

(1) California Achievement Test

(a. Form W
(b. Form X
(c. Form Y

(2) Stanford Achievement Test

(a. Form W
(b. Form X

(3) S. R. A. Achievement Test, Form C

(4) California Mental Maturity Test, S-F

(5) Iowa Silent Reading Test

(a. Form AM
(b. Form BM

(6) Iowa Tests of Basic Skills

(a. Form 1
(b. Form 2

(e) Grades 10-12

(1) California Achievement Test

(a. Form W
(b. Form X

(2) Stanford Achievement Test

(a. Form W
(b. Form X

(3) Iowa Tests of Educational Development, Form X4

(f) Other Tests

(1) Anderson Chemistry Test
(2) California Survey Series
(3) Cooperative General Achievement Tests
(4) Dunning Physics Test
(5) Health Behavior Inventory
(6) Lankton First-Year Algebra Test
(7) Nelson Biology Test
(8) Otis-Quick Scoring Mental Ability Tests
(9) Peabody Picture Vocabulary Test
(10) President's Council on Physical Fitness Tests
(11) Read General Science Test
(12) S.C.A.T.
(13) S.T.E.P.

SMSA "E"

(a) Pre-Kindergarten/Kindergarten

(1) Gates Primary Reading Test
(2) Metropolitan Reading Readiness Test - A

(b) Grades 1-3

(1) California Achievement Test - W (Reading)

(2) Metropolitan Achievement Test - A (Reading)
(3) California Mental Ability Test - S. F.

(c) Grades 4-6

(1) California Achievement Test - W (Reading)
(2) Metropolitan Achievement Test - A (Reading)
(3) California Mental Ability Test - S. F.

(d) Grades 7-9

(1) California Achievement Test - W (Reading and Arithmetic)
(2) Metropolitan Achievement Test - A (Arithmetic)
(3) Cooperative Science Tests

(e) Grades 10-12

(1) Cooperative Science Tests - All Sciences
(2) The President's Council on Physical Fitness Test

PART II

9 ANALYSIS OF THE MOST EFFECTIVE ACTIVITIES AND METHODS

SMSA "A" (Bibb, Dougherty, Muscogee, Richmond Counties, and Atlanta City)

(a) A list of five most effective project activities.

(1) Early years.

(a. Residential Camp for the Communicatively Handicapped (Richmond)
(b. Lowering Teacher Loads (Atlanta)
(c. Compensatory and Remedial Services (Atlanta)
(d. Prekindergarten (Atlanta)
(e. Bibb Enrichment Program (Bibb)

(2) Middle years.

(a. Residential Camp for the Communicatively Handicapped (Richmond)
(b. Lowering Teacher Loads (Atlanta)
(c. Compensatory and Remedial Services (Atlanta)
(d. After School Tutorial and Supervised Study Services (Savannah and Chatham)
(e. Bibb Enrichment Program (Bibb)

(3) Teen years.

(a. Residential Camp for the Communicatively Handicapped (Richmond)
(b. Lowering Teacher Loads (Atlanta)
(c. Compensatory and Remedial Services (Atlanta)
(d. After School Tutorial and Supervised Study Services (Savannah and Chatham)

(b) Strengths and Weaknesses of Project Activities listed in Part II,9, SMSA"A", 1, 2, and 3.

(1) Early years.

(a; Residential Camp for the Communicatively Handicapped (Richmond) The primary purpose of the camp was to provide extensive speech therapy for the children so enrolled. However, it was also the goal to provide said therapy in conjunction with a recreational program that would help the boys develop physically, socially, and emotionally. Particular attention was devoted to the development of skills that the boys could later use during their leisure time. Community living and group cooperation was also stressed, and a good deal of leadership ability emerged.

The staff for the camp consisted of a camp director, a medical director, four speech clinicians, six counselors, one cook and one cook's helper. All staff was provided by the Speech and Hearing Center.

Each boy who attended the camp received therapy twice a day for a one hour period. The therapy was conducted in groups although some individual attention was given to as needed. We also continuously stressed general conversation through skits, plays, and social discourse.

In addition to the therapy such activities as swimming, boating, archery, volley ball, boxing, baseball, badminton, horse shoes, etc. were regularly scheduled. The boys also participated in many indoor and table games and craft. We were also fortunate enough to be able to take the boys to one of the Braves' games at the Atlanta Stadium.

In general, all of the children improved in their communicative skill, and in some instances quite dramatically. Most of the communicative disorders exhibited in the campers were functional in nature. Therefore, removal from the home environment for the long period of time seemed to add greatly to the alleviation of their problem. It was also noted that a good deal of social and emotional development was brought about through the camping experience. It should be noted that this was the first time that many of these children had ever been away from their parents and/or participated in any type of residential camping experience. The new skills that the boys developed through their activity program, such as swimming, archery, etc. did much to help the boys develop more self-confidence.

The experience with this camp brought to life a number of critical areas that should be considered if the camp project is going to be continued. A longer pre-planning period is certainly needed. The staff salaries were based upon the time schedule of a two week pre-planning period, a four week camping period, and a one-week post-planning period. If the camp project is to be continued a much longer period of pre-planning must be arranged for. It is also felt that the amount of therapy actually was too much because it necessitated a block of time to the extent of six hour duration. Consequently, it was very difficult to plan activities around such an extensive therapy schedule.

Most of the speech clinicians engaged in the camp work will also be working with these boys in the public school system during the coming year, thus assuring continuation of therapy and utilization of the insights obtained during the residential camp experience.

A small research project was also incorporated in the camp project. It had been reported in literature that histidenemia (a disorder of the body metabolism) may be associated with disorders of communication. Therefore, through the cooperation of the Medical School of Georgia and the Office of Vocational Rehabilitation various techniques of urine analysis were carried out in an effort to establish whether or not in this particular group of children histidenemia might be present. These analyses are still being treated at the time of the writing of this summary. Results will be made known at a later date.

In addition to a recreational and therapeutic program continuous evaluation was also carried out. Such evaluation we felt necessary to assure proper school placement and follow-up during the next school year.

(b. The teacher aide program was inaugurated in the spring of 1966. During the spring, 167 aides were given inservice training and assigned to Title I schools. The teacher aides attended the workshop in small groups in order to provide more effective training; therefore, some schools had the services of the teacher aide as much as a month earlier than other schools. The two-week workshop experience was designed to:

1. Orient the teacher aide to the Atlanta Public Schools;

2. Teach the teacher aide to use equipment typically found in Atlanta's schools, such as, the thermofax machine, ditto reproducer and various kinds of audiovisual equipment;

3. Teach the teacher aide typical recreational and instructional games; and

4. Prepare the teacher aide to participate as a functioning member of the local school's staff.

The teacher aides who participated in the first workshop were assigned to Title I elementary schools in late January. Conditions varied widely in the schools, depending on the degree of overcrowdedness, design of the physical plant, and the number of additional personnel being introduced in the school. There was insufficient space in all schools; however, lack of space was more critical in some schools than in others. Many teacher aides did not have a desk from which to work. Sufficient equipment was ordered, but routine delays resulted in a shortage of desks, chairs, and other furnishings. By the end of the school year, most of the equipment was received at the warehouse, and it is to be assigned and delivered to the schools by the opening of the 1966-67 school year. In some instances, minor delays resulted in the classroom because the aides did not have sufficient typewriters and were unable to have instructional materials reproduced as rapidly as desired. The typewriter shortage is to be eliminated in the 1966-67 program through the assignment of additional typewriters.

The teacher aides are all high school graduates. Based on a sample of twenty-six teacher aides randomly drawn from the aides placed in school, fifty per cent of the aides had some college. Twelve of the thirteen teacher aides with college had completed one or two years of work. The other teacher aide was a college graduate. Forty-two per cent (11 teacher aides in sample) had been previously employed in positions which were clerical in nature. Of the remaining fifteen teacher aides, sixty per cent (nine teacher aides) could type, indicating that clerical skills were wide spread throughout the group.

There were 4,000 applicants for the teacher aide positions. This suggests that an adequate source of teacher aides is available for the expansion of the program. The selection of applicants was based on (1) adequate education, (2) interest in children, (3) ability to relate to children, and (4) availability at the established employment dates.

The teacher aides were assigned to schools; and the principal, as the administrative head of the local school, assumed the responsibility of selecting the best means of utilizing the aide. Utilization varied widely in the schools as a result of the special competencies of the individual teacher aide, the philosophy of the principal and teachers, and the number of teachers the aide served. For example, one teacher aide had considerable art training and her skills were utilized in art instruction. In some schools, the scheduling of the teacher aides was not conducive to teacher experimentation and in those schools the teacher aides were almost exclusively concerned with clerical tasks and rarely dealt directly with the pupils, except on attendence matters. One aide worked for four different teachers in the first two hours of the morning while other aides were with a given teacher for half of a school day or more, but never with the same teacher on successive days.

In summary, it might be said that the teacher aide program has gotten underway, many administrative and technological problems have been ironed out, and the staff of the Atlanta Public Schools is gaining experience in the use of aides.

The effectiveness of the teacher aides can be best indicated by the ease with which the teacher aides were introduced and accepted in the local schools. In some schools, there was an initial resistance to the use of the aides. One principal reacted to this resistance by emphasizing the voluntary nature of teacher aide utilization and by having the teachers request the use of the aides at specific times. Within several weeks the requests were so numerous that the principal found it necessary to work out a regular assignment schedule with his teachers. No further resistance to the use of the aides occurred in the school. In fact, some teachers who had shown resistance initially were requesting additional teacher aide services.

Because the general role of the teacher aide was still tentative, few guidelines were given to the local school principals in order not to restrict unduly the utilization of the aides. In spite of this fact, a high degree of similarity is evident in the utilization of the teacher aides. The qualifications of the individual aides seem to be an important variable affecting the utilization of the aide. Special skills were utilized wherever possible. As the role of the teacher aide is established and communicated to the classroom teacher, it is believed that the aide will be utilized even more effectively than they have been in the spring of the 1965-66 school year.

Thirty teachers and thirty teacher aides were randomly selected to complete an inventory designed to determine what activities were or were not performed by the teacher aides and the extent of agreement between teachers and their aides as to tasks performed. Of the thirty teachers, twenty-seven returned the completed inventory, and of the thirty teacher aides, twenty-nine returned the completed inventory. (A copy of the inventory follows.)

TEACHER AIDE ACTIVITY INVENTORY

Directions to Teacher Aides:

The check list on the following pages was prepared to help you indicate your experiences in the Teacher Aide program. It includes activities that may be performed in an instructional program. The activities are grouped under major teaching functions for convenience and for identifying the intended focus of the items. You are asked to read each activity, consider whether or not you have performed this activity while an aide and then check an appropriate column on an Answer Sheet according to your opinion of the frequency which you have performed the particular activity as either generally, occasionally, seldom or never.

Division of Research and Development
Atlanta Public School System
Atlanta, Georgia

May 31, 1966

INSTRUCTION

1. Recognizing instructional needs of pupils.
2. Helping small groups or individuals under teacher supervision.
3. Duplicating work on ditto machine, mimeographing, etc.
4. Selecting materials and aids for use in instruction.
5. Grouping pupils for instruction.

6. Selecting methods of instruction.
7. Listening to reports made by pupils.
8. Supervising free play.
9. Making lesson plans.
10. Collecting and organizing work handed in, giving out materials, etc.

11. Putting work on board planned by teacher.
12. Setting up and operating audiovisual equipment.
13. Making home assignments.
14. Instructing pupils in basic skills.
15. Helping plan and arrange room, bulletin boards, etc.

16. Directing special programs, such as socio-drama, role playing, etc.
17. Reading to class or small groups.
18. Teaching new games and supervising physical education.
19. Teaching children how to hold pencils, brushes, etc.
20. Assembling materials for science experiments.

21. Supervising activities in relation to developing motor skills.
22. Planning the curriculum.
23. Planning classroom organization.
24. Supervising playground activities.
25. Helping make teaching equipment available.

26. Making arrangements for special trips.
27. Delivering messages to school personnel.
28. Helping make inter-school communication possible.
29. Making aids for use in the instructional program.
30. Registering pupils.

31. Providing individual instruction.
32. Supervising special pupil interest groups.
33. Supervising safety drills.
34. Planning and coordinating assembly programs.
35. Developing curriculum according to plans.

36. Developing teaching plans.
37. Supervising playground duty.
38. Taking over class for teachers in case of emergency.
39. Taking care of physical education equipment.
40. Helping with housekeeping in classroom and other school areas.

41. Supervising pupils entering and leaving building.
42, Relieving teacher for a regular break during the day.
43. Performing clerical tasks, such as making pupil lists, etc.
44. Preparing school reports.
45. Ordering school supplies, equipment, books, etc.

EVALUATION AND RECORD MAINTENANCE

46. Recording information in State register.
47. Recording grades on report cards.
48. Recording test grades in permanent record.
49. Correcting test (formal and informal) with key.
50. Developing tests.

51. Administering formal tests.
52. Monitoring during test.
53. Checking pupil performance of assigned tasks.
54. Observing students and recording behavior.
55. Preparing graphs or charts.

56. Making decisions regarding promotion or retention of pupils.
57. Retesting pupils.
58. Making progress reports to parents.
59. Listening to student's presentation of reports.
60. Checking work folders of students.

61. Checking activity book exercises.
62. Keeping progress report on individual improvement.
63. Averaging grades.
64. Mimeographing or duplicating tests and exercises for class.

INDIVIDUAL HELP

65. Providing special help, such as drilling with flash cards, spelling and play activities.
66. Checking children to see if they know their name, address, telephone number, alphabet, counting, etc.
67. Helping slower children review difficult work.
68. Helping with hearing, eye, or other physical examinations.
69. Providing supplementary work for advanced pupils.

70. Elaborating on material already presented by teacher.
71. Aiding pupils with minor injuries or illnesses.
72. Helping individual pupils use audiovisual aids.
73. Helping secure special services for pupils when needed.
74. Helping individuals on special projects.

75. Helping pupils who have been absent to make up work.
76. Providing individualized instruction after school.
77. Writing anectdotal records.
78. Listening to students.

79. Giving standard test to individuals who did not take test when group had it.
80. Counseling pupils regarding health, hygiene, etc.
81. Making sociograms of pupils.

COUNSELS AND ADVISES PUPILS

82. Discussing conduct in halls, auditorium, cafeteria, etc.
83. Giving individualized assistance to pupils after school.
84. Talking with small groups about classwork project.
85. Advising pupils about individual work.
86. Aiding in development of good sportsmanship.

87. Guiding pupils in setting up goals of self-discipline.
88. Counseling pupils about personal problems.
89. Counseling individuals concerning attitudes and study habits.
90. Reassuring the handicapped.
91. Planning conferences with pupils when needed.

92. Aiding newly enrolled pupils adjust to school.
93. Listening to children.
94. Planning special activities for children with problems.
95. Helping with enrichment of accelerated group.

DISCIPLINE

96. Taking charge of class when teacher is out of room.
97. Guiding group acceptance and peer approval.
98. Talking with individuals about self-discipline.
99. Conferring with principal, other teachers and/or other team members.
100. Participating in parent-teacher-pupil conferences.

101. Supervising pupils outside the classroom (cafeteria, playground, hall, bus loading, etc.)
102. Sponsoring and leading groups of character building organizations.
103. Accompanying groups of pupils when they attend special programs (concerts, ballets, plays, etc.)
104. Making referrals for disciplinary action.
105. Explaining school policies.

106. Making rules with children.
107. Guiding children who have not learned self-control.
108. Isolating unruly children and giving individual attention for brief periods of time.
109. Being near disruptive child.
110. Showing love and acceptance.

PARENT SUBSTITUTE

111. Giving first aid to pupils.
112. Listening to children talk when approached.
113. Sewing clothes accidentally ripped.
114. Displaying work worthy to be shown.
115. Assisting with physical examinations.

116. Offering a sympathetic ear, conveying warmth, sympathy and general interest.
117. Dealing with temporarily unhappy children.
118. Helping find lost coats, lunch boxes, etc.
119. Disciplining pupils when needed.
120. Expressing approval of new clothes, hair cut, personal appearances, etc.

121. Showing admiration when a child achieves.
122. Advising pupils about personal hygiene and grooming.
123. Guiding pupils in self-direction.
124. Comforting pupil when he is in distress.
125. Teaching pupils to tie shoes and care for clothes.

126. Helping children with wraps.
127. Guiding pupils in assuming individual and group responsibility.

CONFER WITH PARENTS REGARDING EDUCATION OF PUPILS

128. Reporting pupil progress and failure to parents.
129. Explaining instructional programs to parents.
130. Inviting parents to attend programs or exhibits put on by students.
131. Discussing special pupil problems with parents, such as attitudes, study habits, health, attendance, etc.
132. Soliciting parent's cooperation when making referrals for testing, health services, etc.

133. Making home visits when needed.
134. Attending Grade Mothers' meetings.
135. Typing reports, notices, etc. to send to parents.
136. Participating in PTA meetings.
137. Having individual conferences with parents at school.

138. Calling parents regarding absentees.
139. Scheduling conferences for teacher and parents.

CONFER WITH OTHER SCHOOL PERSONNEL

140. Conferring with special services personnel, such as guidance counselors, social workers, psychologists, etc.
141. Conferring with resource personnel, such as physician, psychiatrist, dentist, etc.
142. Requesting materials and supplies, such as films, books, art supplies, etc.
143. Participating in faculty meetings.
144. Planning conferences with team members.

145. [illegible]ing information from past teachers.
146. Conferring with departments with the school, such as cafeteria, music, maintenance, physical education, etc.
147. Participating in grade-level meetings.
148. Conferring with the student council.
149. Conferring with the Central and Area Office staffs.

150. Collecting and giving information on students withdrawing and entering.
151. Making calls about repair work on teaching aids.
152. Making contacts with speech and hearing teachers.
153. Conferring with special teachers, such as art, music, speech therapist.

EXTRA CURRICULA ACTIVITIES

154. Assisting with textbook inventory.
155. Attending PTA and school-related functions.
156. Assisting with special activities, such as art show, science fair, sports, etc.
157. Attending functions for scouts, and other youth organizations.
158. Collecting and checking permission slips.

159. Advising student council, school clubs, organizations, etc.
160. Assisting with out-of-school trips.
161. Collecting money from pupils for pictures, lunches, concert tickets, trips, school insurance, etc.
162. Typing stencils, operating ditto, etc.
163. Taking care of children with minor illnesses.

164. Arranging flowers brought by children.
165. Sponsoring class parties.
166. Helping with decorations for special events.
167. Assisting with special programs, such as producing plays, playing piano, assembly programs, etc.

HOME-SCHOOL RELATIONS

168. Keeping data up-to-date on pupil's address, telephone, etc.
169. Preparing deficiency reports to parents.
170. Making home visitations.
171. Assuming clerical responsibility, such as typing reports for parents, duplicating, checking for parent's signature, etc.
172. Planning and participating in open house activities.

173. Sending notes or cards recognizing achievements of pupils.
174. Checking with home about health information, absentees, etc.
175. Preparing school bulletins to be sent home.
176. Helping with school newsletter.
177. Conferring with parents about using community resources.

178. Scheduling teacher-parent conferences.
179. Sending notes to parents when educational trips are planned.
180. Calling parents or sending notes for special functions as Play Day and PTA.
181. Contacting driving chairman about field trips.
182. Notifying parents of sickness and accidents.

183. Providing baby sitting service for PTA.
184. Making telephone calls for information on pupils.

COMMUNITY RELATIONS

185. Assisting with community surveys.
186. Helping plan various training programs for adults.
187. Working with community groups on improvement programs, such as parks, playgrounds, etc.
188. Taking an active part in community affairs (civic clubs, etc.)
189. Acquainting pupils about community resources.

190. Making preschool visitations.
191. Collecting money for March of Dimes or other approved drives.
192. Making home visitations during the school year.
193. Acquainting community of school needs through PTA and other groups.
194. Interpreting educational policies, educational issues and new methods to public.

195. Supervising after school program with teacher's help.
196. Helping to inform community about pupil registration.
197. Accompanying small children to student council meetings to help them make reports.
198. Preparing notices to parents of school events.
199. Inviting community persons to speak to school groups.

200. Helping to inform the community of elections, registration deadlines, etc.

MAKING REFERRALS TO OTHER AGENCIES

201. Typing referral reports.
202. Arranging appointments for teacher with agency's staff.
203. Helping gather information on child to be referred.
204. Copying and sending pupil data to other schools.
205. Referring pupils to community organizations, such as youth, civic, social, recreational, political, etc.

206. Referring pupils to ministers.
207. Conferring with law enforcement representatives about pupils.
208. Working with the guidance committee.
209. Selecting appropriate agency for referrals.
210. Referring pupils to special school services, such as psychological, nurse, counseling, social worker, etc.

211. Referring pupils to Health Department, Welfare, Guidance Clinic, etc.
212. Administering special tests when pupils are being referred.

PROFESSIONAL DEVELOPMENT

213. Making plans for career advancement.
214. Participating in professional organizations.
215. Conferring with teachers on problems.
216. Traveling to other sections of country and/or abroad.
217. Attending in-service training sessions.

218. Taking increment courses, seminars, etc.
219. Observing teachers in classroom.
220. Working on research projects.
221. Reading professional literature.
222. Investigating new educational trends.

223. Participating in curriculum planning.
224. Attending teacher orientation program.
225. Conferring with resource teachers.

(c. The compensatory and remedial services include (1) regular teacher's extended program and (2) summer school.

A major weakness of this program is that the services of the regular teacher's extended program were not implemented. Regular teachers were not available to assist pupils in special instruction during after-school hours. However, the steps currently being taken to insure the implementation of this program are (1) recruitment on a systematic basis of teachers who will be willing to serve as special instructors; (2) establishment of criteria for determining pupil eligibility for the services; and (3) development of procedures for requesting services for individuals and reporting results. No special instruction will be provided in any school until their specific instructional plan is approved.

The 1966 summer session of the Atlanta Public Schools provided opportunities for the enrichment of the educational background for all pupils enrolled in Title I schools who wished to attend. As an extension of the regular school program, the summer school session offered a wide variety of experiences to the pupils, encouraging them to supplement and strengthen those learning experiences which they already had.

Summer school was held in a total of forty-six elementary and twelve secondary schools. Nineteen of these elementary schools and six secondary schools were Title I schools. However, the pupils who regularly attended Title I schools could enroll in any of the available summer schools provided throughout the system.

A total of 5,129 Title I pupils attended summer school with 29.4 per cent in high schools and 70.6 per cent in elementary schools. The total enrollment of all summer schools was 13,928 of which 36.8 per cent (5,129) were Title I pupils.

A total of 302 summer school teachers were employed by Title I funds as of July 31, 1966. Eighty-two of the 302 taught in high schools and 220 in elementary schools. A total of 510 summer school teachers were employed with funds provided by the Board of Education. Fifty-six of the 510 taught in high schools and 454 in elementary schools.

High School Summer Session

The high school summer session consisted of an eight week program with three ninety-five minute periods scheduled in each of the summer school programs. The curriculum included regular high school courses, special opportunity activities, and remedial programs. Any high school course requested was offered if as many as fifteen students registered for it. Students were not permitted to enroll in more than one work in the subject areas of social science, English (including creative writing and journalism), mathematics, science, and language. If a student enrolled for a unit in one of these subject areas (advanced or repeater) or a combination of a unit in any two of the above areas, he was only permitted to take a third subject in one of the following areas: typing, art, driver training, home economics, industrial arts, reading, and music. All students were urged to discuss their plans for summer courses with their school counselor prior to registration.

Special Opportunity Activities

Art. Art was offered for students who had been unable to schedule art during the regular school term and for students who desired to gain further experiences in art.

Gymnastics and Recreation. Activity credit was offered at one school for girls and at another school for both boys and girls.

Home Economics. All regular courses were available, but emphasis was placed on "Modern Meal Planning and Entertaining" and/or "Wardrobe Planning in Design." Previous home economics experience was not required.

Industrial Arts. Courses were offered in those schools having adequate shop facilities. Industrial arts teachers in all high schools had a list of possible shops in the spring so they could advise students and registrars.

Modern Languages. Noncredit enrichment courses in modern languages were offered for those students who enrolled in foreign language courses.

Secretarial Science. This was a three-period course in shorthand, typing, and office practice, available to all students.

Science: *Methods of Investigation*. This course was offered at one school for two periods daily. Opportunity was given for students to carry out independent investigations in science, with the guidance of a teacher. Activities included research, field trips, and the use of various resource persons.

Class Piano or Class Organ. An opportunity to study the piano or organ keyboard and to learn to play simple music was offered at one high school.

Theory, Harmony and Solfege (Ear Training). This course was designed for students who wished to continue the study of music when they entered college.

Music Appreciation. This course was designed to give all students, particularly those who were not performing musicians, a chance to appreciate and recognize various forms of music and was offered at three high schools.

Instrumental Music. Individual, small ensemble, and group instruction was offered for band and string instrumentalists. Classes were for beginning, intermediate, and advanced students.

Opera Workshop. This course was designed to give students interested in art, music, and drama an opportunity to study in depth in these areas.

Communication Skills Labs. This course was designed to improve reading and communication skills and was offered at five high schools. A student from anywhere in the city could be admitted on the following basis: A written statement of the student's potential from his present English teacher and the approval of his counselor submitted to the principal of the summer school the student attended.

Creative Writing. This course was specifically designed for entering 11th and 12th graders of above average achievement in English.

English as a Second Language. This course was offered on the high school level for no credit to those students of foreign backgrounds who were having difficulty in their classes because of a deficiency in English.

English 10R. The 11th and 12th graders who wish to improve reading speed and comprehension, as well as vocabulary, were offered this course at one high school.

Humanities. Limited to selected 10th and 11th grade students, this course combined the disciplines of art, music, literature, and history to provide a broad understanding of the cultural development of man.

Journalism Workshop. Opened to interested students of next year's 11th and 12th grades, this course provided experience in gathering, evaluating, and writing news stories. Intensive practice in editing, layout and advertising was also included.

Reading Improvement. Eighth or ninth grade students who were below their reading level and who desired to improve their word analysis and comprehension skills could have enrolled in this course.

Resources for the Blind and Partially Sighted. Students with visual impairment who wish to take regular school work could have done so in any regular school. Special teachers and additional help were, however, provided at three high schools.

The subjects which were offered in the high school summer program were grouped into ten subject areas. Tables and graphs summarizing data related to pupil participation in these areas are located at the end of the activity report. A discussion of the tables and graphs follows.

Table I shows that the percentage of pupils enrolled in the Title I schools in June, 1966 who attended summer school varied from 2.7 per cent to 19.8 per cent. In most of these schools, more than ten per cent of the June enrollment attended summer school. Parks Junior High School where 2.7 per cent of the pupils attended summer school is a new school which opened in January, 1966. In addition to Parks, two other schools had less than ten per cent of the pupils attending summer school. These two schools were Archer High School and Central Junior High School. The per cent of the total June enrollment in these schools attending summer school was eleven per cent.

** Table II summarizes pupil attendance and progress. The attendance data are discussed below. The data concerning pupil progress is discussed in reference to Graphs I and II.

The total class enrollment for the three periods was 1,981 for the advanced and 1,027 for the repeater courses. The average daily attendance (ADA) for the 1,981 advanced class enrollees was 1,746 (eighty-eight per cent) while the average daily attendance for the 1,027 repeater class enrollees was 773 (seventy-five per cent). A larger per cent of the pupils enrolled as repeaters withdrew from classes than those enrolled as advanced pupils. The per cent of attendance during the regular school term of 1965-66 in the Title I schools was 85.4 per cent while the per cent of attendance of those attending summer school from the same schools was 89.4 per cent.

** Table III gives the summer school enrollment by contributing Title I schools for each period. In addition to the nine Title I high schools which had pupils attending summer school, there were two elementary schools with three pupils attending high school summer programs. One pupil from F. L. Stanton Elementary School and two pupils from Oglethorpe Elementary School took one course which was typing. These elementary pupils entered high school this fall. Those schools with a subject enrollment exceeding 400 were Howard, O'Keefe, Price, Roosevelt, and Turner. Washington had the largest subject enrollment with a total of 663. Archer, the only high school with a subject enrollment not exceeding 400, had 84. The two Title I junior high schools had fewer pupils enrolled. The subject enrollment at Central Junior High was 63 and at Parks Junior High, 37.

** The data which are summarized in Tables II and III may be found in detail in Tables IV and V respectively.

** Graph I shows that the Title I school pupils mainly enrolled in the basic academic courses of social studies (1,218), English (813), math (303), business education (241), and science (269). There was a total subject enrollment of 2,844 of which 1,829 were enrolled in advanced courses and 1,015 in repeater courses. The subject enrollment in these basic courses far exceeded the subject enrollment in aesthetics (93), home economics (31), aviation and driver education (15), special education (13), and industrial arts (12). The total subject enrollment was 164 of which 152 were advanced, and 12 repeater.

** Graph II shows the percentage of Title I pupils enrolled in summer school who failed by subjects and whether or not they were advanced or repeater pupils. The range of failures was from 0 to 13.5 per cent with no failures in aviation and driver training, industrial arts, and special education. In each of the subjects, a larger per cent of the repeater pupils enrolled failed than advanced pupils except in home economics in which twelve per cent, or three, of the advanced pupils failed.

Elementary School Summer Session

The elementary summer session was a six-week program. Emphasis was placed on improving skills in language arts and arithmetic, as well as remedial and broad interest groups. Pupils were grouped according to their level of achievement. Summer school progress was not used for purposes of promotion to higher grade. Grades were not given.

An enrichment program was offered for all children, grades K - 7, involving art, music, language skills, dramatics, and other special help. In general, the kindergarten program was designed for those pupils who needed further help or enrichment, prior to entrance into the first grade. Reading programs were available for grades 1 - 7 on a highly individualized basis. In addition, a program for selected advanced pupils in grades 5, 6, and 7 was offered.

A number of special programs in addition to full summer school programs, were offered at schools throughout the city. Pupils interested in these programs, but who attend other schools, enrolled as space permitted.

Special Opportunity Activities

Instrumental Music. Individual, small ensemble, and group instruction was offered for band and string instrumentalists.

Special Creative Arts Program. Experiences in a variety of art expressions, music activity, dramatics, creative dance, and creative writing were offered.

Typing. Typing was offered to interested seventh grade pupils in a number of schools.

Speech Therapy. Speech therapy for pupils having speech difficulties was offered at eight schools.

Resources for the Blind and Partially Sighted. Pupils with visual impairment who wished to take regular school work could do so in any regular school. Special teachers and additional help, however, was provided at three schools.

Headstart. Again this summer, the program Headstart was offered throughout the city.

Modern Languages. An enrichment program was offered to those pupils in grades 4 - 7 who had previously received foreign language instruction via television.

English as a Second Language. A class at one school was offered to those students of foreign backgrounds who have difficulty speaking and understanding English.

The subjects which were offered in the elementary summer program were grouped into ten areas. Tables and graphs summarizing data related to pupil participation in these areas are located at the end of the activity report. A discussion of the tables and graphs follows.

** Table VI shows that the percentage of pupils enrolled in Title I elementary schools in June, 1966 who attended summer school varied from 0.1 per cent to 48.6 per cent. In general, those nineteen schools where summer school was held had the largest per cent of the June enrollment attending summer school. Ware Elementary School had approximately half (48.7 per cent) of its June enrollment attending summer school. In addition to Ware Elementary School, two other schools had more than twenty-five per cent of its enrollment attending summer school: Inman Elementary with 26.1 per cent and Wesley Elementary with 36.2 per cent. In 1966, 11.7 per cent of all pupils enrolled in the Title I elementary schools went to summer school.

The teacher assistants were not available for the pre-training. They were trained on-the-job and in daily conferences. The teacher aides participated in a general orientation course and worked under the close supervision of the preschool specialists. The preschool specialists have recommended that training in addition to the on-the-job training be given in subsequent preschool programs for teacher assistants and teacher aides.

Preschool Experiences for the Children

A total of 94 preschool children (approximately four years old) enrolled in the five Title I schools. The enrollment in the five centers ranged from 16 to 22. An attempt was made to keep the registration in each class to twenty. A report from one of the prekindergarten centers illustrates the problems involved in recruiting pupils. The report pointed out that:

1. The school has the second most transient school population in the Atlanta city system, and this pattern held true in the prekindergarten class.

2. The original class, beginning the week of April 25 with 11 children, built up a total enrollment of 21 before vacation, June 13.

3. The recruiting for this class was done in the afternoons by the Staff. Personal contact was made with parents who had children of enrollment age (four years). The aide accompanied one of the teachers on recruiting trips in the neighborhood. It was found that families often moved to another section in the city or outside the city. This resulted in children dropping out of the prekindergarten group.

A major problem was the lack of adequate space in the schools. One school converted an auditorium into a classroom so that one section could be used for the prekindergarten group. Another school put a temporary partition in its large kindergarten room so that the prekindergarten children could meet in one area. There was some difficulty in setting up lunch schedules, due to the fact that it was inconvenient to change those which had been established before the prekindergarten program began.

Major strengths of the prekindergarten program were (1) adequate equipment and materials; (2) sufficient staff to work with the children; (3) positive response and cooperation of the parents; (4) enthusiasm of school staff for the program; and (5) pupil progress.

** Graph III shows that Title I elementary school pupils enrolled mainly in reading (3,016), mathematics (2,975), and aesthetics (2,073) with eighty-one per cent or more in the remedial classification of each subject. The subject enrollments in language (1,433) and library and skills (1,146) were mostly in the remedial classification. Three hundred and twenty-nine of the total enrollment of 537 in physical education and camping were in the accelerated classification. The subject enrollment in French (72) was all classified as accelerated.

In general, the majority of the enrollees in the accelerated classification made "much" progress, and the majority of the enrollees in the remedial classification made "some" progress. The greatest progress was made in accelerated classification in Library and Skills (88.8 per cent) and in the remedial classification in physical education and camping. In addition to these two cases, where the greatest progress was made, a majority of the enrollees made "much" progress in the accelerated classification in French (82.6 per cent), aesthetics (59.8 per cent), and mathematics (65.9 per cent) while in the remedial classification "much" progress was made in writing (64.7 per cent). The majority of the enrollees made "some" progress in the accelerated classification of writing (52.2 per cent), language (60.9 per cent) and reading (56.5 per cent) while "some" progress was made by the majority of the enrollees in the remedial classification of special education (56.0 per cent), library and skills (70.0 per cent), language (70.5 per cent), aesthetics (64.5 per cent), mathematics (66.5 per cent) and reading (73.4 per cent),

When the classifications are combined, the majority of the enrollees (62.1 per cent) made "some" progress. Much progress was made by 31.5 per cent of the enrollees and no progress was made by 6.4 per cent.

The total class enrollment for the five periods was 2,242 (eighteen per cent) for the accelerated classification and 10,253 (eighty-two per cent) for the remedial. The average daily attendance (ADA) for the 2,242 accelerated class enrollees was 2,050 (91.4 per cent) while the average daily attendance for the 10,253 remedial class enrollees was 8,960 (87.3 per cent). The per cent of attendance during the regular school term of 1965-66 in the Title I elementary schools was 88.6 per cent, while the per cent of attendance of those attending summer school from the same schools was 90.2 per cent.

** Table VIII gives the summer school enrollment by contributing Title I schools for each period. Some pupils for all (forty) of the Title I elementary schools attended summer school, although, summer school was held in only nineteen of them. Ware had the largest number of subject enrollees enrolled (1,578) in summer school. Crogman (998) and Bryant (919) ranked second and third, respectively. Seven additional schools had an enrollment of approximately 500 or more (Bethune, Capitol Avenue, Carter, English, North Avenue, Pitts, Slater and Stanton D.).

** The data which were summarized in Tables VII and VIII may be found in detail in Tables IX and X, respectively.

(d. The major emphasis in the program which was designed to help the school system meet the educational needs of preschool children in disadvantaged areas where (1) training for preschool specialists who will provide leadership in developing school programs for preschool children and (2) providing preschool experiences for children on a pilot basis, with a focus on curriculum development.

Five preschool specialists participated in preschool training program and headed a staff, including a teacher assistant and a teacher aide, for five units of approximately 20 children each in five of the Title I elementary schools. Each of these schools had a kindergarten program as a part of its regular educational program.

Training for Preschool Specialists and Staff

The training program for the preschool specialists consisted of (1) a preservice training workshop in which planning and study session were utilized to initially develop the prekindergarten program; (2) inservice training and consultation in which the preschool specialists refined the procedures as a result of the ongoing program; and (3) trips to observe exemplary prekindergarten programs across the nation.

During the two week training period, the preschool specialists:

1. Reviewed and discussed the related literature;
2. Reviewed related materials supplied by publishing companies;
3. Discussed proposed curriculum content, including program units;
4. Made decisions concerning kinds of equipment, materials and supplies;
5. Located and ordered the equipment, materials and supplies; and
6. Recruited children for the preschool program.

Trips the preschool specialists made to observe established preschool programs were scheduled after the program was underway because there was insufficient time during the pretraining program.

**Tables will be found in the Atlanta Report as part of Appendix "A"

Each of the five prekindergarten centers was staffed by a team including a lead teacher (the preschool specialist), teacher assistant and one teacher aide. It required much time of the various members of the staff team to work with the parents in helping them understand and cooperate with the objectives of the program. The curricular goals for the children enrolled were (1) to develop communicative skills; (2) to improve pupil's self-concept; and (3) to increase cognitive learning.

Children attended the prekindergarten program daily for approximately two months for a four-hour period (8:30 a.m. to 12:30 p.m.). A snack was served in the midmorning and a hot lunch from the school cafeteria was served to all children each day.

The regular school playground equipment, such as slides, swings, sandboxes, and jungle gyms was made available to the prekindergarten program. Additional teaching resources included: books, housekeeping equipment, art supplies, rhythm instruments, animals, dress up clothes, blocks, water play equipment, balance boards, tricycles, cars, wagons and trucks, and other toys.

The instructional program provided for much individual attention. Program development was an ongoing process of designing a teaching activity, evaluating, and redesigning on an informal basis, on current experience, past training, and ideas gleaned from research material.

The program included experiences to help the child develop a more positive self-image. A sequential approach was used -- starting with experiences to help the child to become aware of the parts of his body and then the function of the parts. Mirrors and photographs were used to help develop a more realistic self-image. Dress up and drama, dolls and puppets were utilized to develop some concept of role. Children were called by their names frequently. Greeting time in the mornings was important to the children.

Creativity was encouraged by giving opportunities for children to ask questions and to participate in new activities and experiences. Expression through play, speech, art, and music constituted a large part of the daily activities. Singing was a favorite activity. The children learned to make up songs, including rhythmic tunes.

Concept formation was taught as a developmental and sequential process. For example, as a child drank a glass of milk (starting where he is in level of developed concept), he was encouraged to develop sensory inquiry. What does it look like in the glass and in the bottle? How does it smell? How does it feel?

The program emphasized perceptual development. T[illegible] was presented objects of many and varied shapes, sizes, [illegible], and textures to feel and manipulate. Games, toys, puzzles, pegboards, and picture books were used. The development of auditory discrimination was encouraged through the use of tapes, records, and musical instruments.

The language program was developed from the current interests and experiences of the children. An attempt was made to incorporate and help develop all modes of language expression needed in the interchange of thoughts and ideas in the course of daily life. Included were discussion, listening, record-making, letter writing, story telling, social courtesies, relating feelings, and role playing. The program included language evoking situations to help the children develop language skills and concepts. Making cookies, caring for a pet, planting seeds, blowing bubbles, and similar activities were directed toward building concepts and facilitating language development.

A positive approach, instead of the corrective approach, was used. An attempt was made to teach the child through precept and example, relying on the tendency to imitate. The child was helped to evaluate his own language. For instance, when a child came to a teacher and asked for a "tootie" (cookie), the teacher at first, would reflect the child's speech saying, "You want a cookie." The word cookie would be said slowly and distinctly. If the child continued in the use of "tootie," the teacher would say, "Listen to me and see if you can hear the difference between 'tootie' and 'cookie'."

An effort was made to see that the prekindergarten children had a continuing experience by enrolling in the Headstart program during the summer of 1966. Eighty-two of the ninety-four children who attended the prekindergarten program also attended the Headstart program.

Further plans include a continuation and expansion of the prekindergarten program during the 1966-67 school year. The teachers will be involved in developing a curriculum for four-year-olds from the school areas qualifying for Title I funds. They will assist with inservice training for future prekindergarten teachers. The evaluation of the prekindergarten activity will center around (1) direct benefits to the children involved, (2) characteristics of the siblings of prekindergarten participants, and (3) program development.

The general effectiveness of the prekindergarten program has not been adequately measured. Satisfactory standardized tests to measure progress of these children are not available.

The goals and activities of the prekindergarten program indicated that an effort was made to help the four-year-olds from the disadvantaged areas develop communicative skills, improve self-concepts and increase their cognitive learning.

Observations made by the prekindergarten staff indicated positive changes in the behavior of parents. These changes included an increase in:

1. Cooperation and interest in the program as evidenced by staff-parent contacts and
2. Communication between the parent and child with respect to the prekindergarten program, as evidenced by statements from the children.

The children were observed during the program to:

1. Become more spontaneous in conversation;
2. Gradually begin telling stories that they had heard, as well as dramatize the stories;
3. Improve their ability to follow directions;
4. Learn to discriminate objects by size, color, and shape;
5. Improve their motor skills; and
6. Become more sociable.

(e. The elementary program was primarily concerned with the areas of reading and math. The project was planned to accommodate six hundred pupils, a teaching staff of thirty teachers, two test evaluators and a director of each center. An extension of activities for the summer program included a two-hour per day Physical Education program. This included a planned recreational schedule under the direction of a certified Physical Education Major with supervisory experiences in the Physical Education Program. As aides in the program, opportunity was given to seven students of NYC (Neighborhood Youth Corps). These students served as aides to classroom teachers, directors of pupils at the mid-morning cookie break and group leaders during the Physical Education hour.

The instructional organization functioned under two patterns -- permanent class and departmentalized classes. On the primary level, second, third and fourth grade classes remained with their homeroom teacher for both reading and mathematics. Departmentalized grade classes began with fifth through seventh grade with four instructors in reading and four in modern mathematics. This planned organizational teaching pattern worked most effectively, providing a well adjusted atmosphere for both students and teachers. The pupil-teachers ratio was nineteen in each class or division.

A multiplicity of approaches were used in reading that included the phonetic, basal text, linguistic, SRA Skill Builders, Readers Digest and Skill Builders. As a source of concrete aid in the use of either of the approaches, many instructional materials and machines were available. This multi-materials approach made the teaching-learning process a more pleasant and personally satisfying to the teacher and the child.

Mathematics classes included introduction of concepts, drills and practices, and step by step advanced functions designed to awaken an appreciation of our system of numeration and notation and a one to one correspondence between objects and ideas of place value.

With regard to the recreation program, the children attending the playgrounds at Elementary School Centers enjoyed games such as volleyball, basketball, horse-shoe pitching and softball. Many children have been using this area for recreation for quite some time with its inadequacies. The addition of equipment and proper supervision has made it enjoyable.

The playground supervisor and helpers have been highly appreciated by attending students and their parents. These appreciations have included: giving guidance in proper rules for games, making it a safer place for recreation and arranging a program to insure participation of each grade and age level.

DESCRIPTION OF INSTRUMENTS USED IN EVALUATION ARE AS FOLLOWS:

A. Teacher Observation Forms:

This was a form used by each teacher who after the second week of working with and observing the pupils gave an evaluative statement of their class or division as a whole. The evaluation was given under these headings - attitude, approximate achieving level progress and needs.

B. Metropolitan Achievement Test II:

The Metropolitan Achievement Test by Harcourt, Brace and World, Inc. is designed to measure abilities in five areas as follows: Word knowledge, Word Discrimination, Reading, Spelling, and Arithmetic.

For the summer program we used only the tests, Reading and Arithmetic since these were the ones pertinent to the two subject matter areas involved in the summer instructional program.

C. Iowa Test of Basic Skills Form I and II:

The Iowa Test of Basic Skills by the State University of Iowa is designed to measure vocabulary, Reading Comprehensive, Languate Skills, Work-Study Skills and Arithmetic Skills. For use in the Summer Program we used only the tests in Reading Comprehension and Arithmetic Skills.

The junior high and senior high portion of the Bibb Enrichment Program was a traditional summer school program and classes were taught in subjects where the number of students and the need persisted. The facilities were the same as during the regular school year. Ballard Hudson Senior High and Appling Senior High Schools were used to house the high school phase of the Enrichment Program.

The strong feature of the project was that these high schools had access to the materials and equipment from our Instructional Material Center provided under Title I-Project II. These included adequate office supplies, text books, workbooks, reading science and math laboratories, globes, maps, overhead projectors, micro-projectors, sixteen-millometer projectors, films, filmstrips, filmstrip projectors, and a wide selection of supplementary reading materials.

The teachers used were our regular teachers. Each fully qualified, certified, and teaching in his or her proper field. The two evaluators were counselors certified by the State Department on the masters degree level. The principals were the regular principals of each respective high school. Each school had adequate clerical and secretarial office personnel.

The classes were organized according to subject matter, and each student was allowed to enroll for one course. Each course was taught daily, four hours per day, for eight weeks. The hours were from eight 'til twelve-thirty with a break period in between.

The Stanford Achievement Test was administered to all students during the first week of school and a different form of the same test during the last week. Each student took only the individual test pertaining to the subject in which he was enrolled. He did not take the entire battery. The tests were administered and hand scored by a committee chosen by the evaluator in each respective school.

The teachers were asked to rate each of their students at the beginning and end of the course. The students were also asked to rate the summer project.

Evaluative [illegible] concerning the activity:

1. The objectives were accomplished in a large measure. We agree that the pupils who attended were given definite enrichment experiences in the areas of concentration. (Reading and Modern Mathematics)

2. The learning experiences of which the pupils were exposed enhanced their early educational perspectives.

3. The limited time envolved was a deterent to more extensive progress.

4. From the teachers point of view all children have benefitted and more than two-thirds of the total enrollment have made progress even though it might not be revealed statistically.

5. The attitudes as well as abilities of pupils have been obviously enriched.

6. Pupils appreciate the opportunity to increase their learning skills through summer school study programs.

7. The teaching materials selected and used in the program were quite interesting and adequate for motivating pupil interest and providing intellectual growth.

8. The evaluator's opinion of the total summer school program, teaching staff and other personnel including our resource materials staff at the Instructional Materials Center may be expressed in the one word "Excellent." The working relationship that existed between teacher-teacher, coordinator-teacher, and teacher-pupil was indicative of a very healthy teaching-learning atmosphere. The teachers seem to have given serious thought to daily planning for individualized instruction when and where necessary. Their teaching ability, as I observed was consistent and genuine. Conclusively speaking this initial elementary summer program was a real asset to this school community.

Recommendations

1. That the summer school program be continued for the summer of 1967.

2. That the program centers be increased to accomodate more pupils.

3. That the teaching staff be selected earlier so as to provide orientation workshops before the end of the regular school term thus giving teachers a break between the regular school term and the summer term.

4. That the books and other materials to be used be available at the beginning of the program.

5. That pupils being promoted to eight grade be included in the summer program.

(2) Middle Years.

(a. Same as (1) (a. above.
(b. Same as (1) (b. above.
(c. Same as (1) (c. above.

(d. After School Tutorial and Supervised Study Services (Savannah and Chatham). Since this project was conducted in the afternoon after school hours, ample classroom space was available, and there was adequate basic material on the instructional level needed for all students who participated.

Reader's Digest Skill Builders were used as basic material for reading improvement and the American Book Company's *[illegible] Mathematics Laboratory* was used as basic material for improvement in mathematics. Supplementary reading material to stimulate individual initiative in reading was also provided. *Compton's Pictured Encyclopedia* and *Webster's New Elementary* and *Webster's New Practical Dictionary* were used as basic reference materials in providing supervised study services. Teachers were provided with Teacher's Annotated Editions or other guides to assist them in the use of instructional materials.

Most of the teachers who served in the after school tutorial and supervised study centers were selected from the regular teaching staff. Experience indicates a need for special in-service training on the part of teachers serving in a project of this type.

The chief advantages in providing remedial and supplementary instructional services after regular school hours are: qualified teachers, who would not be available in the morning hours because of their regular teaching duties, are available in fairly large numbers after school; space is available that is not available during the regular day; and non-public school students can more easily participate; however, it was found that a few of the teachers were unable because of their work load from giving their best to their regular morning classes. Care must be taken to avoid this.

The evaluation procedure helps to determine how nearly the original objectives of the project have been reached and to indicate areas in which methods and means may be improved.

Since the expected average gain for a student is at least a month for each month of the program, grade placements would give a more detailed indication of growth both for the individual and the group. As these students are already below the national norm, percentile intervals do not reflect this detailed progress; however, in examination of the test data indicates that students made normal or better progress and since their attendance and successful attendance allowed them to proceed with their regular classes, the program was deemed a substantial success.

(e. Same as (1) (e. above.

(3) Teen Years.

(a. Same as (1) (a. above.
(b. Same as (1) (b. above.
(c. Same as (1) (c. above.
(d. Same as (2) (d. above.

SMSA "B" (Fulton, Cobb, and DeKalb County Systems)

(a) A List of Five Most Effective Project Activities

(1) Early Years·

(a. Summer Program for Pre-School Children (Fulton County)
(b. Summer Reading Program (Fulton County)
(c. Corrective Reading Program (Cobb County)
(d. Expansion of Services for Exceptional Children
(e. Remedial and Developmental Reading and Remedial Mathematics

(2) Middle Years (Same as (1) immediately preceding.)

(a. Summer Program for Pre-School Children (Fulton County)
(b. Summer Reading Program (Fulton County)
(c. Corrective Reading Program (Cobb County)
(d. Expansion of Services for Exceptional Children
(e. Remedial and Developmental Reading and Remedial Mathematics

(3) Teen Years

(a. Expansion of Services
(b. Program for Exceptional Children
(c. Remedial and Developmental Reading, Remedial Mathematics
(d. No projects available for this SMSA category.
(e. No projects available for this SMSA category.

(b) Strengths and Weaknesses of the above project activities listed in Part II Section 9 SMSA "B" (a) (1), (2), and (3).

(1) (a. Introductory Statement

This eight week pre-school program was an attempt to enrich the lives of educationally deprived children through the provision of a well planned classroom environment and through the provision of a series of life related activities. The program was evaluated by all professional personnel as a very successful one.

The main strengths and weaknesses of this activity as determined through consistent observation, through active participation, and through the use of an evaluation form are as follows:

Background Planning

..Strengths

(1. Extensive planning of program by total instructional and administrative staff

(2. Program planned in terms of current system philosophy

(3. Areas of need determined by local school personnel

..Weaknesses

(1. Insufficient time for planning by instructional personnel who were already carrying heavy responsibilities in relation to the regular school program

(2. Time for in-service experience limited due to short time between regular program and summer school program

(3. Instruction for aides limited by time element

(4. Salary of teaching personnel considered inadequate for time and work demanded by program

Program - Content and Organization

..Strengths

(1. Framework in keeping with principles of growth and development pertaining to the pre-school child

(2. Schedule utilized with sufficient flexibility to meet the needs of individual teachers and children

(3. Content, for the most part, consisting of life-related experiences necessary for more acceptable development of the deprived child

(4. A balanced program consisting of teacher-directed and pupil-chosen activities included:

Creative play
Grooming experiences
Breakfast and snack time
Cooking experiences
Talking and listening experiences
Storytime (in the classroom and in the library under the guidance of the librarian)

Flannel board experiences
Use of films and filmstrips
Singing and rhythmic experiences
Trips
Neighborhood walks, and
Visits with resource people.

(5. Individual needs met through low teacher-pupil ratio and adequate teacher-aide personnel

(6. Physical, social, and emotional needs met through special services included:

Nutritional services
Medical and dental services
Social-worker
Provisions for clothing and personal grooming aids, and
Daily art, musical, and physical education activities.

(7. Adequate budget to allow for individual and group activities

(8. Parent education through teacher-parent contacts included:

Home visits
Teacher-parent conferences, and
School planned activities for parent groups.

(9. Heterogeneous grouping in terms of cultural background in some centers

..Weaknesses

(1. Effort to carry out too many activities, especially off-campus field trips, in such a short program

(2. Instruction regarding good eating habits limited to great degree due to lack of provision for teacher participation in food experiences

(3. Snack time inadequate for deprived child in a number of instances

(4. Necessity for numbers of small children to be on buses for long periods of time (due to transportation scheduling)

(5. Limited librarian service in some centers leading to inadequate utilization of library facilities

(6. Almost total homogeneous groups in terms of cultural background in certain deprived centers (Since some areas were almost totally deprived, there were few lesser deprived to balance the groups.)

(7. Daily art, music, and physical education activities considered a vital part of program

(8. Eight-week program too short to provide deprived child with desired background of experiences ordinarily associated with entrance into regular school

Personnel

..Strengths

(1. Careful selection of both professional and non-professional personnel in terms of training, experience, and personality

(2. Employment of regular primary classroom teachers who were already familiar with system policy and philosophy

(3. Availability of helping teacher to work with class groups and with teachers to promote a well coordinated total program

(4. Efficient services rendered by all personnel:

Almost without exception teachers expressed special understanding and appreciation for the deprived child.

Non-professional services rendered by aides proved invaluable in fulfilling aims of program.

Cafeteria staff provided attractive and in most cases adequate food service and showed special thought directed toward the needs of deprived children.

Prompt and efficient service provided by the bus drivers made extensive scheduling of trips possible.

Contacts made by social workers enabled home to relate to the program. This invaluable service reached and brought into the program many children who would not otherwise have been included.

Guidance of principal facilitated smooth coordinating of center's total program.

Maintenance personnel, that is, those dealing with equipment, mail service, and building up-keep, were outstanding in their efforts to make the program a success.

Librarians provided pleasurable and interest-broadening experiences.

The audio-visual personnel were instrumental in providing teachers with book and non-book materials not available in the centers.

..Weaknesses

(1. Too few people available with pre-school certification.

(2. Difficulty of teachers to make smooth transition from regular school program to this more flexible situation due to lack of time for orientation

Facilities

..Strengths

(1. Complete school plant available for program

(2. Very adequate and attractive physical facilities available in most centers

(3. Availability of buses for off-campus trips

..Weaknesses

(1. Small rooms and inadequate physical facilities in some centers (Sizes of old classrooms limited space in which children could move around with the freedom essential to a pre-school situation. (The lack of sinks in the old classrooms was a very definite disadvantage.)

(2. Rooms not sufficiently cooled for our hot summers

(3. In some centers lunchroom equipment not desirable for pre-school children and for social or family-type eating experiences

(4. Lack of bathing facilities

Materials and Equipment

..Strengths

(1. Multiplicity of safe and in most instances durable materials and equipment in each center suitable for the age and development of pupils

(2. Materials selected by departmental instructional personnel on the basis of research and experience

(3. Excellent indoor and outdoor equipment providing for experiences in all areas of growth (physical, emotional, social) and especially aiding in increased muscular coordination

..Weaknesses

(1. Quality of a very few pieces of equipment not durable enough for group situation

(2. Some materials not available in centers until latter part of program

(3. Too few small manipulative kinds of equipment

Evaluation

..Strengths

(1. Heavy reliance upon observations and anecdotal records made by professional personnel

(2. Evaluation made in terms of degree to which individual and group needs of deprived child were met

(3. Evaluation made in terms of relation of parts of the program to effectiveness of the whole program

(4. Evaluation made by people actively participating in program (professional, non-professional, children, parents)

..Weaknesses

(1. Short period of time between summer program and regular school program

(2. Attempt to evaluate areas of growth in eight-week period of time

(b. Introductory Statement

This summer reading program was designed in an effort to strengthen and enrich the reading of certain deprived children insofar as would be possible within an eight-week period of time.

The program was two-fold in nature:

(1. Basal text materials were used in an instructional group situation.

(2. Children were given a variety of life experiences which provided opportunity for them to read with greater understanding.

The main strengths and weaknesses of this program as determined through consistent observation, through active participation, and through the completion of a questionnaire are as follows:

Background Planning

..Strengths

(1. Program was planned by all members of professional and administrative staff.

(2. Plans were in keeping with current system philosophy.

(3. Local school personnel determined the areas of need.

(4. A two day orientation meeting was held for professional personnel.

(5. Principals of home schools made contacts to inform parents and encourage participation.

..Weaknesses

(1. Orientation period was limited due to short number of days between the ending of regular school and the beginning date for the summer program.

(2. There was insufficient time for planning by professional personnel who were already carrying heavy responsibilities in relation to the regular school program.

(3. Some materials were ordered too late to be received in time for most effective utilization.

Program - Content and Organization

..Strengths

(1. Program was designed to meet special reading needs of deprived children through an enrichment phase and a developmental phase.

Developmental phase provided an opportunity for reinforcement of present reading skills and for acquiring new skills in reading.

Multiple reading texts were available.
Special needs of children were met through individualized and small group work.
New and varied techniques and materials were used to stimulate interest.

Enrichment phase included a variety of new and enriching experiences which contributed to a better understanding of the printed page and to the development of improved attitudes toward school.

The unit approach involved life-related experiences and creative classroom activities which fostered growth and stimulated interest in reading.
Art, music, and physical education were an integral part of the daily program.
Numerous library materials offered opportunity for research and independent reading, thus adding breadth and depth to the program.
Frequent library periods and flexible scheduling contributed to the effectiveness of the total program.
Classes were small enough to allow teachers to meet individual needs and to allow for small group participation.
The small number of pupils in each classroom made possible more space which provided opportunity for children to engage in purposeful individual and group activities within the classroom.
Flexibility in scheduling allowed for a variety of creative, enriching, and developmental activities at the times when they were most meaningful to the children.
Children, parents, and teachers felt a freedom from pressures created by grading, meeting schedules, and feeling the need to cover a certain amount of material and to "get children ready for the next teacher."

Adequate funds allowed for freedom in the planning and executing of many varied activities.

The physical and emotional needs of deprived children were met through many special services.

In most instances, provisions for breakfast and a snack supplied nourishment enabling children to more fully participate in educational activities.

Services of public health doctors and dentists were available when immediate treatment was necessary.

Provisions for clothing and grooming aids contributed to the development of self-confidence, security, and a sense of pride.

Social workers were helpful in cultivating better attitudes on the part of children and parents and thus promoted more wholesome home-school relationships.

..Weaknesses

(1. In some cases, the school day was too short for the completion of the desired number of activities.

(2. The eight-week program was not long enough to show marked improvement in developmental reading.

(3. The individual reading inventory was new and cumbersome to some teachers.

(4. In some centers, it was felt that the amount of food was inadequate for older, growing, deprived children.

(5. Instruction regarding good eating habits was limited to a great degree due to the lack of provision for teacher participation in food experiences.

(6. More adequate services from public health doctors and dentists were needed in some cases.

Personnel

..Strengths

(1. Professional and non-professional personnel were carefully selected in terms of training, experience, and personality.

(2. It was advantageous to use teachers from regular school program because of their familiarity with system policy and philosophy.

(3. Professional personnel possessed the rare quality of "feeling" for deprived children.

(4. Helping teachers were available to render services when needed and to offer suggestions for improvement.

(5. Librarians provided assistance to teachers in securing materials for coordination with units of work.

These persons offered enrichment to children by telling and reading stories, assisting in selection of appropriate books, helping with research, etc.

(6. Principals were on the premises to supervise and coordinate the program.

(7. Experienced and well-trained cafeteria and custodial helpers were available in each center.

..Weaknesses

(1. Some teachers had difficulty in making a transition from regular school routine to summer program which included more life-related activities.

(2. Salaries could have been increased in order to allow for longer planning and work periods at the end of each school day.

(3. In certain instances, the teachers were "tired" because of rushing into this program without a vacation from regular duties.

(4. Smaller centers felt a need for more extensive library services.

(5. In certain instances, teacher aides could have been helpful in this type program.

Materials and Equipment

..Strengths

A wide variety of new and different materials and equipment created interest in reading and offered many pleasant experiences to deprived children.

..Weaknesses

(1. Some materials and equipment were not used to fullest advantage because of late delivery.

(2. In some cases, the library materials and equipment were not used to greatest advantage because of part-time staffing, and some equipment did not prove to be of desired quality and workmanship.

Facilities

..Strengths

(1. All classes were situated in regular school buildings.

(2. The geographic location of centers allowed deprived children throughout the system to participate.

(3. Children had access to all facilities (library, lunchroom, etc.) in the school buildings.

(4. Many classrooms were spacious and well-designed for use in this program.

..Weaknesses

(1. Some classrooms did not have as desirable facilities as others for this type program. The advantages included:

lack of running water
poor ventilation for use in summer.

(2. Some need was felt for shower facilities in the centers.

Evaluation

..Strengths

(1. Evaluation was conducted by persons actively participating in the program (professional and non-professional staff, children, and parents).

(2. Evaluation was made in terms of the degree to which individual and group needs of deprived children were met.

(3. Evaluation was based upon observations and anecdotal records kept by professional personnel.

..Weaknesses

(1. It was felt to be impractical and unfair to attempt to evaluate a child's growth in developmental reading during an eight-week program.

(c. ..Strengths

(1. Adequate facilities

(2. Wide variety of materials

(3. In-service training for new equipment

(4. 24 certified elementary teachers, 1 T-6 supervisor, 2 T-5 supervisors, and 12 principals with Masters or above.

(5. Pre-planning week for teachers, careful screening of students, uniform schedule.

(6. Teacher questionnaires
Parent opinion
Records of students' work
Test results

(7. Worked cooperatively with Headstart Program, Headstart funds provided mid-morning snack for reading children.

(8. Title I provided transportation for both reading and Headstart programs.

..Weaknesses

(1. Schedule was too long for younger students.

(2. Some instructional materials arrived late.

(d. Expansion of Service, Program for Exceptional Children. (Pilot Home Instruction Program for Abused, Abandoned and Exploited Children) (Home and Hospital Instruction Project--to develop curriculum materials and supplies for bedside teaching). See II 9 (b) (3)

(e. Remedial and Developmental Reading and Remedial Mathematics. See II 9 (b) (3) (a.

(2) See Item II 9 (b) (3)

(3) (a. ..Strengths (See Item (1) (e. above.)

(1. Central office and standardized test records were available on all children in the DeKalb County School System. Those pupils needing services of this project were easily identified.

(2. Scheduling provided for the summer program was very successful. It provided for individual differences for pupils to be taught.

..Weaknesses

(1. Enormous numbers of pupils needed services provided by the project. Only top priority cases were selected.

(2. In initial stages there was a lack of qualified personnel. Towards the end of the project this problem was greatly reduced through in-service courses.

Title I caused the American public to recognize that differences in educational opportunities do exist due to economic deprivation. Title I has proved that this is a problem which can be reduced if not eliminated by proper operation.

An Informal Reading Inventory consisting of several hundred words was administered to pupils to establish the levels on which they were to be instructed in reading. It was readministered at the end of the program to determine individual progress.

Pre-test results indicated a remedial program median grade placement of 2.16 and a developmental program median grade placement of 3.56. Post-tests showed gains of one year one month for the remedial readers and six months for the developmental readers.

(b. See Item (1) (d. above.

(1. Summer school programs at Aidmore Hospital, Atlanta Florence Crittenton Home, Home Instruction, DeKalb County Juvenile Detention Home School.

(2. Curriculum Resource Laboratory.

(3. Consultant in Special Education to the DeKalb County Developmental Evaluation Clinic for Retarded Children.

(4. Summer recreation program for the Trainable Mentally Retarded.

(5. Office Training Course, Atlanta Florence Crittenton Home.

(6. Transportation to special classes for exceptional children.

(7. Closed-Circuit Television, DeKalb Children's Center for Parent Education and the education of professional people in the field of mental retardation. The types of evaluations were subjective in nature and individualized as to the phases listed above. A complete day by day log was maintained for each subactivity.

Because of the uniqueness of the project with its many phases, various techniques were utilized. For example, in the summer school programs the S.R.A. Kit was used to test individual performance; for the Developmental Evaluation Center for Children various tests or combinations of tests were experimented with.

In all cases the facilities were adequate or through the use of Title I funds were made so. The equipment and materials procured under Title I funds were excellent and for the most part arrived in plenty of time to be useful during the official project period. Furthermore the equipment and materials complimented existing supplies. All professional personnel were fully certified and qualified for their position. Little formal in-service training was necessary, but constant supervision was provided. Scheduling for the children was not difficult and fit within the allocated time structure. Though evaluation was a major factor throughout the project, other than subjective evaluation was difficult to obtain in such a short period of time.

Opportunities were offered to exceptional children through this activity that have never been offered, and more than likely would never be offered in the future. Parents became more knowledgeable concerning their handicapped child or children, and consequently viewed them more objectively. Programs were offered to hospitalized, disturbed, abandoned, exploited, abused and retarded children providing some with their first positive school experience, and first positive summer experience for most of the children. The programs offered developmental academic instruction, remedial instruction, recreational activities, business courses and, in the case of the DeKalb County Developmental Evaluation for Children, an extensive educational diagnosis. Children were transported to special classes offering them their first program geared to their capabilities. The attitudes of both children and parents were more positive than we would have ever hoped for. Appreciation was expressed, and continues to be expressed for the services which were provided through Title I funds.

Teachers maintained a loose-leaf notebook on every child being served. They kept a day by day diary. An anecdotal record and a behavior rating scale were also provided for more formal reports. The observer reports were informal and observations were exchanged by staff members during large and small group discussions. These discussion groups were lead by a professional staff member or by the Assistant Director.

SMSA "C" (Chattahoochee, Clayton, Gwinnett, Houston, and Walker Counties; and Marietta City)

(a) A List of Five Most Effective Project Activities

(1) Early Years

(a. Summer Remedial Program(Reading and Mathematics) (Marietta)
(b. Science(Walker)
(c. Kindergarten(Marietta)
(d. Diagnostic and Remedial Reading(Walker)
(e. Physical Education (Walker)

(2) Middle Years

(a. Summer Remedial Program (Reading and Mathematics) (Marietta)
(b. Science (Walker)
(c. Diagnostic and Remedial Reading (Walker)
(d. Physical Education (Walker)
(e. Special Reading (Marietta)

(3) Teen Years

(a. Science (Walker)
(b. Physical Education (Walker)
(c. d., and e. No other activities were available for this SMSA "C" with enough evaluative information to make a judgment with regard to their effectiveness.

(b) Strengths and Weaknesses of Project Activities Listed in Part II Section 9 SMSA "C" (a) 1, 2, and 3.

(1) (a. Summer Remedial Program (Reading and Mathematics)

"Critical procedural aspects of the summer remedial program in reading and mathematics have generally proved to be strong; a few weaknesses, however, have been noted. The air-conditioning of classrooms and the office of Park Street School, where this program was held, has proved to be very helpful especially during 90 degree weather. One minor handicap in air-conditioning is that pupil and teacher must talk above the sound of the air-conditioner. In general, however, the fact that windows and doors were closed and the room comfortable at all times has made instruction more effective. Certainly teachers and pupils have felt more energetic than they might have without the air-conditioning.

All materials were furnished to pupils free in this program--textbooks, workbooks, notebooks, note book paper. This procedure made it possible for teachers to require that class work be done in systematic fashion. Study skills could thus be stressed without the handicap of "lost" or "forgotten" materials. Very little homework was assigned for a number of reasons. The abundance of audio-visual equipment and other teacher aids removed the possibility of teacher excuses for limited variety of teaching methods. I am certain that the wealth of fresh, new materials in spacious, cool rooms set the stage for an effective program.

Personnel who were employed for the program were among the most highly trained and thoroughly experienced employees of the Marietta system. Five of the ten professionals hold Master's degrees. The other five were selected because of their known competence in teaching.

Procedure in training the ten professional people for the summer program possibly was not structured as well as it might have been. Although several meetings were held prior to the opening day on June 6, I believe the in-service training should have been more extensive. Curriculum offerings should have been planned in greater detail than was the case. Use of audio-visual aids should have had greater stress. The time factor was the deterrent; even so, I believe at least two full days of supervised curriculum planning and/or in-service training would have been helpful and should be incorporated in next year's program.

The overall organization of the summer program reflected in the daily schedule was based on two premises: (1) Teach pupils during the morning hours, with all "home" work done at school, yet try to offer lunch to pupils before dismissal (2) Cut across actual grade placement lines to place the pupil in whatever level of instruction he needed. These two premises, eight weeks later, still sound good. In reality, they have proved most difficult to implement. Possibly it will be desirable in the 1967 program to select only pupils who need comprehensive remedial instruction in both language arts (reading, spelling, English, composition, speech, writing) and in mathematics. The narrow concept of remedial reading should likely be expanded. These pupils could then be kept at school for some 4-5 hours with instruction planned to fit their needs. In other words, an adaptation of the staggered schedule as followed this summer may be desirable.

. . . Evaluation procedures for the summer program seem to have been very effective. Reports to parents have gone home at two week intervals. Final reports were mailed to parents. Comprehensive testing, using the California achievement tests, was done at the beginning of the program and again at the end. Indication on cumulative guidance folders of the pupil's instructional level has been made by summer teachers. Follow up of these pupils will then be possible.

In summary, then, I recommend (1) refinement of the diagnosis of pupil's needs as a part of the pupil selection process and (2) more intensive and explicit teacher training."

(b. Science (Walker County)

The flexibility of the scheduling was aided by a staff that was willing to work at hours other than the standard school schedule. Field trips demanded the unusual hours and allowed instruction to reach beyond the classroom.

The teachers were widely diversified in their range of experience and were of great help to one another in teaching science in grades one through twelve.

The faculty was racially integrated. The integration of staff dispelled many superstitions, misconceptions, and stereotypes about the American Negro.

The course of study was traditional in approach; but certain aspects of team teaching were utilized which allowed staff members to concentrate lesson plans on specialized areas and allowed the children to benefit from the variety of personalities in the teaching staff. Class changes were made on a weekly basis.

The staff agreed that the attitudes of children had changed in a positive direction of more interest in science and their environment and that potential drop-outs had developed new educational attitudes and goals.

·Audio-visual aids were lacking since equipment companies had many items that had been planned for use in this program on back orders. Standardized test materials also arrived late and prevented an assessment to be made by pre- and post-testing as originally planned; however, standardized tests were administered in the middle of the program which will provide base line data for future activities.

In summary, strengths were composed of team teaching aspects, flexible schedule, and a cooperative integrated staff, while weaknesses included a lack of audio-visual aids in science and pre- and post-testing by standardized instruments for evaluative purposes.

(c. Kindergarten

"Strengths of critical procedural aspects of the activity include several points. First of all, the kindergartens were under direct, daily supervision and evaluation of the Principals of the elementary schools in which they were housed. Materials and equipment were abundant. Personnel, (teachers) were all fully certified Georgia elementary teachers. The schedule was in keeping with what research says to the maximum time kindergartens should operate daily, 8:30 A.M. - 1:30 P.M. Within this framework great flexibility was permitted in arranging group activities. Evaluation procedures were planned at the outset, with the Director and Superintendent of Schools attending a Research Seminar at the Continuing Center for Adult Education at the University of Georgia.

Although no outside agency was called upon to evaluate the activity, the Coordinators and the Superintendent have at hand several evaluation reports; namely, results of Metropolitan Readiness tests given in January and June, results of teacher check lists on social progress in January and in June, results of parent check lists at the end of the program, folders of student work.

Weaknesses of critical procedural aspects may lie in the fact that since Georgia trains few teachers in early childhood education and since Principals in general lack extensive training in such programs, the actual teaching may not have been as dynamic and effective as one would hope. Also the tremendous task involved in selecting, procuring, distributing equipment and materials within such a short period of time left too little time for the coordinators to supervise the daily program and provide as much in-service training for teachers as was needed. Evaluation will have to be done as the pupils who benefited from the five months of kindergarten move into first grade and further schooling."

(d. Diagnostic and Remedial Reading

Remodeled facilities were considered to be a decided strength as compared to unremodeled facilities which were too hot during the summer sessions and also overcrowded. A Mobile Reading Unit was quite helpful in establishing summer reading centers closest to the largest numbers of participants.

An initial survey of existing facilities in adjoining counties and states for information on types of equipment available and their uses help make decisions for the purchase of remedial reading materials. A reading center was established to facilitate fuller use of all materials. An in-service training program was established for teachers and aides in the use and preparation of reading materials. The reading center provided duplicating services for the reading teachers and aides.

Although the reading center provided a central place for storage and check-out point for materials, many materials did not gain their fullest use because of distribution e. g. teachers of outlying parts of the county had to travel to the center to check out materials and some teachers did take advantage of the materials and services that were offered by the center.

Teachers, aides, and the coordinator were qualified for their positions; however, it was difficult to fill the positions and many qualified aides were not employed until the regular school term was near completion. A psychologist was not able to offer enough time to do all of the necessary testing and not enough funds were allotted to hire more professional personnel. Also, personnel funds were not adequate enough to hire the necessary numbers of teacher aides.

The program was made considerably stronger by homogeneous grouping by chronological mental age, by reading ability; and by classes of three to five children each; however, this did pose scheduling difficulties with other scheduled regular classes during the normal school term.

Summer students were screened by the use of the Gates Primary and Readiness Tests and classes were homogeneously grouped according to reading levels. Classes were composed of six or less children per group. The program was limited to word recognition skills, listening skills, and comprehension skills. This screening, group size, and limitation of areas to be covered by teachers and aides are viewed as areas of strength; however, the amount of time used to screen and schedule the classes; the lack of enough aides for numerous groups, and the lack of enough space were viewed as serious weaknesses. Scheduling was a problem for the regular term and the summer term programs.

An evaluation by statistical analysis of test data of the regular term program was not attempted because of the short duration of its operation.

Documentation of the summer program included Daily Record Sheets of Class Activities; Pre- and Post Achievement Tests; SRA Progress Report; Summary Progress Report; and a graph of each child's achievement test results; all of which greatly aided this evaluation; however, at the beginning of the program this type of record keeping was strange and quite different for teachers and aides, and tests were administered to children at the wrong reading levels.

(e. Physical Education (Walker)

The evaluation of this program indicated that the primary objective was physical fitness rather than physical education. Guidelines suggested by the President's Council on Physical Fitness were used to evaluate the physical fitness of children in grades one through twelve of both sexes.

The program was considered strong since it was directed towards specific objectives with prescribed criterions of performance. Also, the program was well organized and all students and teachers participated. A final strength was the endorsement of the program by parents.

Decided disadvantages included the lack of a physical education building with the consequences of limited equipment for games, lack of storage, and lack of shower and dressing room facilities. Also, full time physical education instructors were not available in all schools, and not enough time was devoted to the activity.

PART II

9 ANALYSIS OF THE MOST EFFECTIVE ACTIVITIES AND METHODS

SMSA "D" (All other county and City systems not listed as part of SMSA A, B, C, or E)

(a) A List of Five Most Effective Project Activities.

(1) Early Years.

(a. Nutrition Consultation (Dodge County)
(b. Psychological Program (Dodge County)
(c. Remedial Reading (Dodge County Summer Program)
(d. Remedial Reading (Dodge County Regular Term Program)
(e. Kindergarten (Dodge County)

(2) Middle Years.

(a. Nutrition Consultation (Dodge County)
(b. Psychological Program (Dodge County)
(c. Remedial Reading (Dodge County Summer Program)
(d. Elementary Counseling (Dodge County)
(e. Improvement of Instruction of Reading by the Use of Audio Visual Equipment.

(3) Teen Years.

(a. Nutrition Consultation (Dodge County)
(b. Psychological Program (Dodge County)
(c. Remedial Reading (Dodge County Summer Program)
(d. Vocational Training (Lowndes County)
(e. Summer Remedial Reading Program

(b) Strengths and Weaknesses of Project Activities listed in Part II, 9, SMSA "D", 1, 2, and 3.

(1) Early Years.

(a. Nutrition Consultation (Dodge County) Survey given to Dodge County made the following revelations about the students' eating habits so that a more realistic program can be planned for the county: Money is not always a factor in nutrition; the lunchroom could be more of a learning experience for children - e.g. using silver correctly; the strong and weak points in the childrens' diets were seen.

The nutrition course that the consultant taught showed the lunchroom workers more about what they should be serving and why. Hopefully the results will be better workers and managers and more nutritious meals.

The lunchroom records were not kept by the consultant. The records were kept in another office; therefore, the nutrition consultant was not always aware of any changing policies. If classes are to be taught to the workers, attendance must be compulsory. Teachers did not take an active part in the surveys and evaluation. The results being that they'd be more aware of their students' nutrition.

Many of the children from low income families get their only full meal of the day in the school lunchroom. Malnutrition is a problem of a very large percentage of these children. If they are to be helped educationally then it is necessary and needful that their diets be improved both at school and at home.

(b. Psychological Program (Dodge County) A study relating to fifty-six children who were referred for evaluation between February 1, 1966 and May 31, 1966.

During the period between February 1 and May 31, 1966, fifty-six children were referred for evaluation. The referrals came from various sources, that is, grade teachers, and in some cases, the parents themselves requested assistance. All children involved in this study had one basic problem, that is, they were underachievers in their present grade placement. However, as would be expected there were additional areas of conflict in almost every case. These ranged from lack of conflict in almost every case. These ranged from lack of attendance and acting out behavior in the classroom, to even lack of adjustment in the home situation.

All children were enrolled in the public school system and the age range was from 6.7 years to 14.8 years. The mean age was 10 years 3 months. These children ran the gamut in regard to socio-economic level, that is, from the lower levels to the upper strata in this particular community. However, the majority of cases were at the marginal or sub-marginal level in regard to socio-economic status. Also, there was a central theme involving cultural deprivation in the majority of cases.

Although in the majority of cases there is some group data in regard to achievement, group IQ, etc., there was in each particular case an individual assessment. Therefore, the first step was to have each child evaluated in regard to intellectual capacity and personality capabilities. Consequently each child was seen by a qualified clinical psychologist for a complete psychological assessment. In the cases where the families showd an active interest, individual appointments were given to discuss the obtained findings as related to their child. On a few occasions in which the parents themselves had requested help, the parents were initially seen before psychological evaluation and then again seen following the testing for informing of the results.

Following the psychological assessment a proposed plan was then adopted for each of the fifty-six children. Proposals were made with the emphasis being that they should fit the individual needs of each child. Consequently some of the suggestions are going to involve a long term treatment procedure and the total results of this study are not going to be available at this time. Therefore, the data will be reported in view of the present status and the above reservations should be kept in mind.

After the children were evaluated psychologically, they were grouped into three main categories.

(1) Educable Mentally Retarded (EMR) referrals.
(2) Personality or adjustment problems with overt symptoms.
(3) Problems related to achievement in regard to school accomplishment without overt symptoms of personality disturbance.

Using these rather broad classification areas the children were then placed as follows: Twenty-eight were considered to be strictly EMR candidates. Three children were placed in the category involving personality adjustment problems that showed overt symptoms of anxiety and the remaining children were categorized as underachievers in view of innate capacity.

Following the categorizing of the students, individual conferences were then arranged with the parents who showed an active interest in their child's progress. This involved eleven parent-converence-interviews. Interestingly enough, of the eleven parents who came in for the interviews, seven of these had a child who was an underachiever with perfectly good potential but obviously not doing well. This is not to infer that the other parents were not interested but they simply did not "push for an interview" and due to time limitation it was impossible for a meeting with each individual parent. However, the findings, primarily those involved with the EMR group, were given to the school counselor or the classroom teacher herself with instructions to interpret these in a broad sense to the family and point out that they would need specialized educational programming. In a few instances it was felt that because of the highly explosive connotation that would be involved with such a diagnostic label as mental retardation the teacher should be the one to consult with the parents. Therefore, an additional nine interviews were arranged for parents conference of the EMR candidates.

These conferences were carried out by the visiting teacher, Mrs. Wilcox.

As of September 10, 1966, ten children of the twenty-eight considered for EMR placement alone, have been placed in a specialized program for the school year 1966-67. The remaining eighteen are enrolled in their regular class and of course, their teachers have been informed of their limitations and consequently are expected not to "place a great deal of pressure" on the individual to achieve at a regular class level. As much individual time and attention as is possible have been suggested to be given these children, coupled with the suggestion for improving their skills outside of academic areas. Three of the children that have not been placed in EMR, however, have been referred to Vocational Rehabilitation for vocational assistance.

Four children were placed on intensive casework during the summer by the visiting teacher and as of Septmeber, 1966, marked improvement has been shown in three cases. The fourth case is judged as remaining about at the same level. This of course, indicated a 75% improvement rate for this small group. The remaining children as of September, 1966, have not had any individualized treatment. However, steps are being implemented at this point to see that they are placed in individual therapeutic situations or at least a group program will be improvised between now and the end of the forthcoming school year. The majority of the cases of course will be seen by the clinical psychologist or the consulting psychiatrist. In a few of the cases the visiting teacher will continue with the treatment and in a few instances other auxiliary personnel will be employed in treating these chil

It is felt that the most challenging group from the professional point of view is the one involving the third category. These children definitely present a challenge in terms of helping them, since they do not display overt symptoms of maladjustment either through individual interviewing or through projective testing. Eighty per cent of these children have been placed in the remedial program due to their poor achievement. It is felt that this is necessary even though their intellectual capacity may be even average or above, they are obviously not producing from an academic point of view. It is with this category of patients that major emphasis will be placed on obtaining the cooperation of the parents as far as working through and with them on a professional basis.

In regard to discussions it should be noted that of all the cases referred, there was definitely evidence of some kind of problem.

Although we do not have a break down per se, in regard to the reason for referral, they were all under-achievers, basically. The individual teachers had correctly diagnosed their problem. In other words, if a child, after psychological assessment was found to be in need of a specialized educational program, generally, this was the opinion of the teacher, that is, he was a slow learner and felt to be mentally retarded. In a few instances of course, the reason for referral was wrong, that is, the child was categorized as having behavior problems when in reality these were simply acting out manifestations of behavior. However, by and large, as previously noted the referrals were quite adequate and therefore valid.

In regard to the discussion pertaining to the findings it is felt that basically all referrals were quite appropriate. In retrospect of course, some of these children should have been referred much earlier but hindsight is always better than foresight.

This study consisted of psychologically evaluating fifty-six children that were referred to the office of the visiting teacher during the months of February through May of 1966. These children consequently were viewed in terms of what service, if any, could be provided and no prior experimental design had been designated.

At the present time no definite conclusions can be reached as to the final results. However, from a service oriented viewpoint, the proposals that were made and the implication of these proposals has been quite rewarding. It is felt that particular strength lies in the ability of the average teacher to note disturbances in her classroom situation. As far as weaknesses are concerned several of the children should have been referred at an earlier age. Perhaps not enough emphasis was placed on obtaining a parent-conference-interview as could have been and some of the goals may not be obtainable due to the environmental situation. Nevertheless, it is felt that our efforts up to this point have been positive and consequently rewarding to the staff as a whole. A continuation is definitely going to be in order in regard to the treatment cases, which will shortly be implemented through the clinic.

(c. Remedial Reading (Dodge County)

Project Strengths included:

(1) A daily in-service program was held.
(2) Individual teacher conferences with the psychologists concerning each child.
(3) Collection of complete social histories and two psychological evaluations --- giving understanding as to causes of children's difficulties

Project Weaknesses included:

(1) Materials and equipment were late in arriving or never arrived.
(2) Teachers did not use all the equipment because they had not been instructed about how to use it. In some cases the machine arrived but no materials or vice-versa.

This program provided each child a complete psychological testing at the beginning and at the end of the session. There were also social histories collected on each child. This was a concentrated attempt to discover the precise reasons which prevent a child from doing the work which he is capable of doing at school. During this summer session psychologists were available for 15 days to work with the students having emotional difficulties and also to work with teachers concerning the instructional program for each of the children enrolled in the remedial program. Specialized equipment such as controlled readers, film strips, Tachist-O-Scopes, filmstrip previewers and projectors, screens, tape recorders, overhead projectors, etc., were purchased to insure new approaches toward reading; therefore, attitudes improved. These children needed to get out of their "ruts" of the same approach. Naturally educational opportunities are more accessible if these children are armed with a better reading ability.

(d. Remedial Reading (Dodge County Regular Term Program)

Program Strengths included:

(1) There were determined professionally certified teachers who veered from old methods of teaching reading.
(2) For the most part students were eager to go along with new experimental methods.
(3) Small classes in two of the schools which allowed some individual help.
(4) Some definite gains were made in students' reading ability.
(5) Some of the students attitudes toward reading and toward school improved as was proved by the questionnaires.
(6) Teachers reported that some withdrawn children became more outgoing perhaps because of the new attention they received.
(7) Feeling of accomplishment felt greater than fear of failure.
(8) Classroom distractions were minimized.

Program Weaknesses included:

(1) The five month period was too brief to set up the program and to carry it out effectively.

(2) Equipment and materials were late in arriving.

(3) Personnel changing jobs in one school (at one time one teacher had 72 students.)

(4) Too many children in at least 3 of the schools.

(5) No reading consultant could be found as had originally been planned for.

(6) There was a lack of proper identification of children.

(7) There was inadequate housing in three of the schools.

(8) The in-service time was insufficient.

(9) Teachers were not familiar with testing and evaluation procedures.

In considering the overall results of the research for the remedial reading project, it must constantly be kept in mind that the essential pieces of data on which the research is based was secured by or from teachers with little or no experience in research. Although every attempt was made to insure the objectivity and accuracy of the data obtained, the time period involved and the emphasis on instruction placed some serious limitations on the research effort. It is for this reason that the results cannot be considered conclusive in any sense.

As has already been indicated, the program was aimed essentially at those students in the I.Q. range of 75 to 90. Theoretically, students above an approximate 90 I.Q. would be expected to function within normal range and therefore not require a specialized program such as remedial reading. The students of 75 to 90 I.Q. could not be expected to make an average amount of progress in comparison to national norms on standardized tests. It therefore seemed advisable to devise some way in which progress could be measured, but which would also take into consideration the expected slow rate of growth of this classification of students. For this reason raw score data was used in the analysis of test scores.

The program operated in 5 schools. While the assumption is made for research purposes that the teachers were comparable competencies, such was not actually the case. There was considerable variation in the capabilities of the teachers involved. Some of the teachers were quite experienced and other had very limited

experience. A few of the teachers were well trained in the field
of reading and others had no specialized preparation in this area.
Since the program was put into effect in the middle of the school
term, it was necessary to take the best personnel who could be se-
cured at the time and to give them as much help and in-service
training as possible during the operation of the program. Teacher
training, background, experience, and personality are therefore
intervening variables which are not reflected to any appreciable
extent in the research.

A second intervening variable is the size of the class. Class
size varied from a low of 16 to a maximum of 74. This variation
was, in a sense, a planned one. At the beginning of the program no
definite criteria were set for the number of students per teacher
in an effort to encourage the individual schools to experiment
with various methods of organizing instruction. Therefore, there
was a variety of class organization plans and a correspondence in
the size of class enrollment. Some of the schools scheduled stu-
dents in such a way that they received the equivalent of individual
instruction. Other schools scheduled the work of their remedial
teacher with groups of 6 to 15 for periods of 1 to 3 hours per day.
At a later point, we will have some reference to make as to the
comparison between large enrollment classes and small enrollment
classes and the comparable improvements.

Identification of students is a third intervening variable
which is not taken into consideration in the research. The choice
of which students were to be included in the program was left to
the decision of faculty in each individual school rather than on
the basis of a single criterion or multiple criteria. The selec-
tions, while they were supposedly based on students' performance
and ability, have a high degree of subjectivity. This, again, will
become apparent when we make reference to a description of the over-
all group and the individual schools at the beginning of the pro-
gram and again, at the end.

A fourth variable that must be considered in any analysis of
the data, is a lack of classroom space in 3 of the 5 schools. At
the same time that the program began, orders were placed for tem-
porary classroom buildings to house 4 of the classes. In the
three schools involved there was absolutely no additional class-
room space available. Because of lengthy administrative procedure
necessary to secure clearance for constructing the buildings, the
buildings were not actually in place until the final week of the
program. This meant that these four classes had to meet anywhere
that was available in the school. Some of them met in a corner
of the library, some in the lunchroom, and others in small con-
ference rooms far to small for the number of children.

While every attempt was made to secure uniform administration, it is felt that there was considerable variability in test administration. The researchers did not feel that students would respond adequately if tested by someone other than their own teacher. It was therefore necessary that all the tests be administered by the teacher. However, the researchers note that in some situations the administration of the tests was not completely accurate. However, it is believed that they were sufficiently accurate to give some indication of the accuracy of the program.

According to teacher opinion, there was a sizeable increase in children at the lower end of reading skills but not as much change for those at the upper end. Teachers also judged students on the presence or absence of "symptoms of poor reading."

It was noted that most of the symptoms of poor reading decreased markedly in number. The most significant exceptions are in the area of word recognition skills. Difficulty with consonant blends was reduced only slightly during the program and difficulty with closed syllables reduced by a smaller percentage than most other symptoms.

Teachers reported that 86 per cent of the students had a better attitude toward reading and that the general attitude of 42 per cent was more positive. They also believed that 159 of the 207 students had improved in reading skills, though the degree of improvement was not specified. A social and emotional change in some students was noted: 63 per cent of the students were identified as having improved in reading and were more outgoing than they had been at the beginning of the program. As to total benefit derived from the program, teachers believed that 3 per cent received no benefit, 37 per cent received little and 60 per cent much benefit.

Students were also given their opportunity to indicate what they thought of the remedial reading program. To insure that reading handicaps would not interfere with the child's being able to indicate his preference of response on the questionnaire, the items were read and explained by the evaluator to all of the students. Specific instructions for marking the preferred response were given item by item. The teacher was not present during the administration and no attempt was made to identify the students according to response. On this questionnaire, 47 per cent of the students reported that they felt they could read a "little better" and 39 per cent "a lot better" than before enrollment in the class. Reading improvement in other classes were reported by 57 per cent of the students and better pronunciation of words by 89 per cent. Almost three fourths (74 per cent) said that they had "enjoyed" the class.

(e. Kindergarten, Dodge County: Program Strengths Included:

1. There was reading readiness preparation.
2. There was evidence of social skills being learned.
3. Activities were designed to help the child in the process of socialization improving the self-concept.
4. The child was exposed to the world of books and learning; in addition to this, attitudes and values were emphasized.

Program Weaknesses included:

1. There was a lack of housing in three schools.
2. Materials and desks were late in arriving.
3. All the classes had too many students.
4. There was no formal guide or format to help the teachers structure their programs.
5. There was not enough in-service work.
6. None of the teachers had kindergarten teaching experience.
7. The teachers were unfamiliar with evaluation procedures.

One of the great needs of the educationally deprived child is early childhood education. The kindergarten program served its prime objective by breaking the cycle of cultural deprivation by introducing the children to a different set of cultural values. This program helped the children in the socialization process and exposed them to books and music thus stimulating an increased interest in the world about them. Hopefully with this sort of enrichment, the children will enter school with a more positive attitude toward education.

(2) Middle Years.

(a. Same as (1) (a. above.

(b. Same as (1) (b. above.

(c. Same as (1) (c. above.

(d. Elementary Counseling (Dodge County) This project involved an "N" of 100 which is felt to be a very positive factor. All screening for psychologicals were done in advance by the counselor; evidence from the test results were available to the counselor at the time the project began.

In order to assert the effectiveness of the overall program a sampling of the original 100 was taken at the end of the session and evaluated in terms of changes. This was done, of course, with the realization that for the best results the entire 100 children should have been evaluated but due to the time factor this was impossible.

A. One prime weakness in terms of the entire study was felt to be directly related to the source of referral. In other words, improper referrals were quite frequent and this in itself was time consuming and consequently was felt to be a major deficit.

B. The experimental design itself left much in question, that is, pre- and post-evaluations were not always complete. Although the "N" was felt to be sufficient, the problems as reported for referral of course was directly concerned with the entire obtained "N" and this in itself also is considered to be a weakness.

C. The individual experience and training of the counselor himself left much to be desired but at the same time it was felt that he profited a great deal by having this opportunity.

The counselor was involved, primarily, with individuals rather than groups. It is felt that the individual contacts were more beneficial in the long run, however; the counselor feels that this would not necessarily be true in every situation but due to his own limited experience with group work he was better prepared to help the individual clients on a one to one basis.

The main goal was to help the individual clients both in terms of achievement and personal adjustment. One prime objective was to increase their achievement level in relationship to their intellectual potential. At the same time a great deal of emphasis was placed on minimizing behavior reaction.

As can be seen by using a subjective rating scale a certain amount of success was incurred. Whether this will have a long range effect at this point of course is unanswerable. At the same time the counselor became quite aware of his own limitations in terms of meeting the needs of a number of children should he continue to work on an individual patient basis. Consequently more effort will be employed in group work for the future.

The overall results suggest that the project was well worth undertaking in terms of improvement at least at the surface level. At the same time the limitations of the design are being kept in mind. In regard to future planning, steps will be implemented to correct the errors that have been made in this initial report.

(c. Improvement of Instruction of Reading by the use of Audio Visual Equipment. (Appling County) The obvious strengths of this program ~~was~~ were the extensive planning, teacher involvement and documentation. Although the programs chief aim was the improvement of instruction, very little was said about the content and evaluation analysis of the use of audio visual hardware in the classroom; however, the report sets procedural criteria by which an excellent analysis might be obtained. The project report sets forth specific performance criteria for evaluation of behavioral changes in children where audio visual hardware can be used.

It might be said that now that procedural aspects have been solidified the more difficult problem of designing instruments and techniques to measure the behavioral changes must be ascertained. The evaluative effort for this project was a weakness.

(3) Teen Years.

(a. Same as (1) (a. above.

(b. Same as (1) (b. above.

(c. Vocational Training (Lowndes County) The essential construction of facilities for housing an Industrial Arts Department has caused a delay with respect to full implementation of that portion of the project activities which involves children.

However, the fact that the building equipment will be available for student use during the early part of the 1966-67 school year is considered, in itself, one criterion for evaluation. One might think of 1966-67 as a year comprised of readiness activities involving the staff, children and building; and, in this vein, we have made excellent progress.

The following table may help to illustrate the effectiveness of Title I in enhancing educational opportunities at the Westside High School:

CLASS ENROLLMENTS

Subject Area	Number of Students 1965-66	Number of Students 1966-67
Industrial Arts	0	144
Business Education	101	220
Home Economics	253	218
TOTAL	354	582
TOTAL SCHOOL ENROLLMENT	726	666

The major strengths of the project were in the planning stage and included such items as: Survey of needs, specification of major and minor objectives, statement of philosophy, delimitations of objectives, and instrumentation by which the evaluation of behavioral changes and minimum performance may be ascertained.

(e. Summer Remedial Reading Program (Paulding)

The objectives of the program were aimed at raising the general educational achievement by providing learning experiences; raising the reading achievement levels in vocabulary, comprehension, and speed; improving reference, language and communications' skills; and, providing opportunities for in-service education for teachers.

Sixteen teachers and the Curriculum Director from the Paulding County School System attended a one-week's Reading Workshop at Rockmart High School, Rockmart, Georgia, which was sponsored by the Georgia State Department of Education. The participants were presented a program of good teaching practices in Language Arts with special emphasis in the area of Reading; they were introduced to new instructional aids and professional literatúre; and they had an opportunity to study and use the instruments they would use in determining the pupil's potential ability and level of achievement.

From a survey that was made to determine the number of eligible participants for the Summer Reading Program, there were 276 children ranging from grades 2-11 who expressed a desire to attend. From this number 240 were sent letters of acceptance and names of the remaining 36 were placed on a reserve list.

Since there were only 16 teachers to teach these children, the original plan for four reading centers was dismissed, due to the wide range of grade levels, and all of the students and faculty members were brought together to two centers. (Grades 2-6 with 10 teachers at Dallas Elementary School, and grades 7-11 at Dallas High School with six teachers)

On Monday, June 13, there were 139 enrolled in grades 2-6 and 80 enrolled in grades 7-11 making a total of 219 pupils to enroll, 21 below the anticipated enrollment. Children on the reserve list were notified of the vacancies and were given the opportunity to enroll. The enrollment was increased to 145 for the elementary and to 82 for the high school. However, 14 withdrew from elementary and 16 from high school.

Since this was the first experience with an integrated faculty, several of the high school students did not return after their first day of school. During the first week, tests were administered and students were placed on their instructional level no matter what their grade placement was. One of the white children was so insecure that after he had made an adjustment to his teacher (a Negro) during the first week, he dropped out the second week because he did not want a "man teacher."

Approximately 60 per cent of the students attending summer school were Negro children. Negro students attended classes very irregularly. The children were not accustomed to arriving on time and going immediately to their classrooms when the bell rang for classes to begin. On one occasion, two of the teen-age boys left school and walked to town without getting permission. After the second time the principal explained to them the rules established by the Board of Education regarding leaving the school grounds without permission, our communication system was understood and respected.

The day's activities seemed well planned and every moment seemed to reveal planned experiences which contributed to the physical, mental, and social development of the children. The program provided opportunity, not only for the development of skills, but also experiences in creative expression and group thinking.

There was evidence of teacher-pupil planning for the activities of the day. The day's agenda consisted of large blocks of time which did not restrict teachers to time allotments for the various activities. The teacher was free to help the individual child when he needed it, and the child was free to shift from one activity to another upon completion of the activity of his choice.

There was time during the school day for the sharing of experiences. This provided an opportunity both for learning from each other and the skill of transmitting their ideas to the group. Also provision was made for a short rest period for the smaller children, and a refreshment break and a period of physical activity for all.

With the installation of air conditioning units in each classroom, the children were not only comfortable physically, but this seemed to be a contributing factor to more pronounced mental alertness.

The flexibility of the school day was restricted only by the opening and closing hour, the break period, and the refreshment period. Opportunity was provided for evaluating the activities of the day.

When classes were dismissed at 12:05 p.m., the teachers took time out for lunch. Following this break, they had time to evaluate the day's activities, make plans for the following day, and do some professional reading.

It was found that both groups had children ranging from 2.2 to 4.7 grade placement for the fourth grade to 2.3 to 6.0 for the fifth grade. All of these children had been promoted at the end of the school term--from the fourth to the fifth and from the fifth to the sixth grades. All of the children attending from the first grade through the eleventh were promoted at the close of the regular school term.

Looking at the program as a whole, the materials and facilities were quite adequate. In fact, the abundance of materials and the new equipment challenged the teachers in planning their daily schedules, for they had not had equipment of this type to use previously, nor such a wide selection of library books and enrichment materials.

9. SMSA "E" (Echols and Quitman County; and Jefferson, Trion, and Social Circle City School Systems)

(a) The five most effective project activities.

(1) Early Years.

(a. Reading (Quitman)
(b. Summer Reading Enrichment (Trion)
(c. Reading (Social Circle)
(d. Food Service (Quitman)
(e. Medical Project (Quitman)

(2) Middle Years.

(a. Reading (Quitman)
(b. Summer Reading Enrichment (Trion)
(c. Reading (Social Circle)
(d. Food Service (Quitman)
(e. Medical Project (Quitman)

(3) Teen Years.

(a. Health and Physical Education (Jefferson)
(b. Home Economics (Jefferson)
(c. Science (Jefferson)
(d. No other activity available in this category
(e. No other activity available in this category

(b) Strengths and weaknesses of project activities listed in Part 2, 9, SMSA "A", 1, 2, and 3.

(1) Early Years.

(a. Reading (Quitman) The facilities for the teaching of reading in the program were superior. Classes were small enough to allow individual attention, space was plentiful, and the program was conducted with such excellent organization and administration.

The materials used in the reading program were abundant. It was found, however, that although materials ordered were on the first semester level for each grade included in the program, this material was too difficult for the instructional level of most of the students. The materials were interchanged between classrooms in some instances so that the students would be working with reading materials on their instructional level. The use of audio-visual aids in the teaching of reading was especially beneficial to the students because of their need for remedial work in reading.

Several of the teachers in the summer enrichment program were not teaching on the same instructional level on which they teach during the regular school year. This itself was not a handicap because most of them tried even harder to do a better job, it was noted, however, that some did have difficulty adapting to a lower instructional level, especially since these students needed an even lower level than would be indicated by their grade placement.

The in-service training program conducted for the teachers during the summer enrichment program was of great benefit in instructing the teachers in the skills of remedial reading that should be taught and the methods of teaching them that they could apply directly in their classroom situations. The ideas presented during in-service meetings for the teaching of the skills of reading, individual instruction of students, grouping, and remedial work, were used in most classrooms with excellent results. Further work in this area of training for teachers would enhance the educational opportunities for the boys and girls directly concerned.

The daily schedule of the summer enrichment program was excellent, an early start for the day was especially wise due to the hot weather in our summer months. The schedule was arranged so that large blocs of time were possible for reading instruction in the classroom, with some periods available to the teachers for the preparation of student materials, etc.

The evaluation of the summer enrichment program was based on pre-tests and post-tests in reading, using the Gates Reading Test series. This was possible since the program curriculum was centered around the teaching of reading. Other testing, such as Peabody Picture Vocabulary and California Mental Maturity Tests, were conducted so that research would be made as to the potential of each student compared to the actual grade placement and achievement. Tests results indicated by inspection that substantial progress had been made by a majority of the students.

(b. Summer Reading Enrichment (Trion City) The documentary and evaluative information submitted with this project was minimal; however, it was notable in that an in-service training program was used for reading teachers and was termed successful and it recommended a shorter reading program as a means to decrease program "dropouts" and absentees. Finally, a follow-up study of these children is planned for next year to check for extended benefits of the [illegible]

1965-66 summer reading program. Another major weakness of this program was the late arrival of some equipment. The summer program was more effective in that it allowed a concentrated attacked on reading difficulties. All children in the program were promoted to the next grade; however, many of the children were still low in reading achievement.

(c. Reading (Social Circle) Although the program was staffed by remedial teachers in English, Reading, and Mathematics, a special emphasis has been placed upon reading for classes from the first grade through the ninth grade. The absentee and "dropout" rate has been notably low and are attributed to an interesting six-week program.

The summer program provided ample classrooms and vast playground areas were available. Transportation was provided by school bus or a faculty members' car.

The summer program allowed a segment of the student body to be touched that did not have an opportunity for individualized attention before the summer program. The summer program allowed the children to work without the pressures of peers and parents that occur in the regular term program. No particular emphasis in this evaluation could be placed upon weaknesses of the program as the subjective evaluation by the staff, students, and administration has assumed such a positive attitude towards the effectiveness of the summer program.

(d. Food Service (Quitman) Differences in food habits, family food preferences, low incomes, ignorance, and indifference produce individual food patterns. These patterns generally form definite food groups such as vegetable, meat, salad, bread, or dessert eaters. These foods are consumed in larger quantities than other foods, and are reflected in the physical condition that results from the limited food consumption.

A special effort was made to encourage the children to learn to eat foods that added nutrition and variety to the diet. Many foods never used in the regular school lunch program were served with good results.

The facilities for food preparation and service were generally adequate. Table space for serving 150 students, or adults, was available but the lower grades were served before the older students to prevent crowding and excessive noise.

Heat in the kitchen was a problem, and any way to reduce the heat was a help to the workers. Some means of cooling the kitchen and dining areas are needed for most effective working conditions in this area as some days the heat was almost unbearable.

Flies were a problem in the cooking and eating area. The doors were left open for cooling purposes. Whenever possible, the doors were closed. Screens for the doors of the eating area would greatly decrease the number of flies, and would increase the cross-ventilation of the area.

The cooking facilities were adequate after a large, double oven gas range was installed to replace the small, one-oven range used previously by the workers.

The cleaning and preparing areas were adequate, as was the dishwashing sink with sections for washing, rinsing, and sterilizing the dishes. Paper cups or milk cartons were used instead of glasses for the beverages to reduce dishwashing and the probability of transmitting bacteria.

Work tables were needed in the preparation area, and a table with a formica top was pressed into service. The food preparation area needs a work table very much. Stools for workers would reduce the fatigue while doing routine chores.

The serving area was equipped with a new, five well electric steam table, but the pans were not delivered with it. A sheet of plywood was pressed into service as a top so that it could be used an an ordinary table.

All foods were mixed by hand. A commercial type mixer would greatly reduce the load of the breadmaker since rolls or cornbread are made of U.S.D.A. flour or meal almost every day. Some days cake or gingerbread are also made by the cook in addition to the rolls or cornbread.

The manager of the lunchroom has a Master's Degree in Home Economics, and has worked with the lunchroom supervisor in the selection of foods and planning menus for twelve years. The two cooks had experience in food preparation. One was the regular school lunchroom cook for the past eight years, the other was a short-order cook at a local restaurant for several years. The aides has worked in foods work in the capacity of substitute lunchroom workers for the regular school sessions.

The meals served were well-balanced, flavorful, colorful, and had enough variety to be interesting and delicious with a minimum of work and money involved.

Since my activities were confined to the food service area, I am in no position to generalize about the effectiveness of Title I in enhancing the educational opportunities other than by observation. Each time I went by an open classroom door, I saw that the students and teachers were interested and busy. The white children were accepted in the classes without apparent feelings of resentment. The opportunities for learning were available, and I think that the reading ability of the children improved due to the intensive efforts of the teachers and aides.

I think that the snacks at mid-morning break and the full meal at noon encouraged the children to attend school regularly. I am hopeful that better eating habits were established in a small measure, and will carry over into the future life of the students.

Weight gains were the general rule, with twelve pounds the largest gain. One child lost weight, but she was overweight at the beginning of the school, and she was happy at the loss of a few pounds.

The children seemed eager to attend the school. They arrived at the school on time, went to classes promptly, and were generally enthusiastic and cooperative. The music classes were held in the stage area of the cafetorium, and the spontaneous responses of the music students indicated that they thoroughly enjoyed the singing and rhythm band numbers. Frequently the teacher would be forced to begin a number over because of the exuberance of the students.

Any unique experience during the summer program that I know about concerned either the selection or the preparation of food. As the meals for each week were planned, I consulted with the regular lunchroom cook as to whether the children ate the particular foods selected. The first time I planned to serve jello, the cook, Ethel, said the children absolutely would not eat jello and that I should plan to serve another type of dessert. Since I planned to have a congealed pineapple and lime combination, and the pineapple was the source of vitamin C, I did not choose to make the change. When the jello was served, Ethel reminded me to dip small servings. Ethel was amazed when the jello was cleaned up by the students. Each time we had jello, either plain or with fruit, it was consumed with relish. Ethel said she hoped that the children would continue to eat jello during the regular session of school.

The first time we served spaghetti and meat sauce the cooks were forming meat balls when I came into the kitchen area. I suggested that we make a meat sauce and pour over the cooked, drained spaghetti. They had never served it in this way, but were well pleased with the way the children ate it. Ethel said she would continue to serve it in that manner later. I cautioned Ethel about giving an adequate amount of the meat sauce for the protein requirement.

When we had our first meat loaf, I thought Ethel was going to have a jumbled mess, but she knew what she was doing. We dipped the loaf from the pan with a spoon, and it was much easier to serve in this manner. It was moist, flavorful, and was colorful because she had put in tomatoes and carrots.

The complete summer program was unique for me, since it was the first time I had managed a lunchroom. I enjoyed planning the preparation and serving of it. Keeping the records are not as hard as I had imagined, and I enjoyed doing it.

This experience has been interesting, informative, and full of learnings for me, and I would not exchange them for anything. I thoroughly enjoyed the work, the association with the other kitchen workers, the faculty, and the children. I hope I shall have the privilege of serving in the same capacity in the future.

(e. Medical Project (Quitman) During the first week of the program all the students were weighed and records were kept. They were weighed again at the close of the program. During this period we had a doctor and dentist examine each student and advise us as to which needed emergency treatment and which needed routine medical and dental care. We were fortunate in having selected a doctor and dentist who were genuinely interested in the welfare of these children. Further along in the program, we had an enthusiastic young nurse give instructions on personal hygiene. These were realistic classes with practical instruction on oral and personal hygiene using the facilities readily available in the homes of these underprivileged children. During these classes each student was given a toothbrush, toothpaste, and bath soap.

The program was worked closely with our welfare office and our county nurse. The program endeavored to assist those children who were not receiving aid through the welfare office or through the Crippled Childrens program.

When the program started about fifty percent of the children had sores on their legs and arms and a good number had a scalp condition similar to ringworm which caused itching and loss of hair. The county nurse supplied us with the proper medication and a visit was made to each classroom three times a week and these sores were painted. Besides clearing up these sores, a main interest was centered on three other students because of the urgent nature of their ailments.

One boy had a massive tumor behind his right ear. The second was a little boy with a very badly swollen jaw. The third case was a larger boy who was running a high fever because of a sever throat infection.

The chief weaknesses in the program was were the limited time for treatment and the parents' indifference to the needs of the children.

This project brought to attention the tremendous need of medical and dental care for these children. The doctor found very few children who were in excellent health. The dentist reported only five children whose teeth were in near perfect condition. The nurse found that many of the students did not eat before coming to school and many were very neglected in the field of personal cleanliness.

Toward the close of the program, it was found that the children were generally more aware of their everyday needs in food, exercise,and cleanliness. The teachers reported that students were more alert, attentive, and active. Their general appearance had improved, and many of them has lost some of their fear of people in the medical profession.

Of all students attending classes, we found that 45.5% had gained weight, 27.6 had remained the same, and 26.9% had lost weight. The greatest gains in weight had been a second grade student and an eighth grade student who had both gained 12 pounds during the eight weeks. The greatest loss in weight had been an eighth grade boy who had lost 7 pounds. We attributed the loss of weight partially to the extremely warm weather during this program.

The boy with the tumor has had it removed and will not have to go along with an unsightly tumor on his head or the loss of an ear owing to delayed treatment. The student with the badly abscessed jaw has had his dental work done and at this time is still under further treatment to reduce the swelling.. The boy with the throat infection was treated with antibioticces and is well.

By first aid at the school, all the sores on the children's legs and arms healed. The children with scalp conditions have been treated and there have been no further incidents of this condition.

As a result of eating before classes we have had fewer headaches in the classes before lunch time and the teachers have reported that the students are more attentive during these classes. The general appearance of the children has improved and it is evident that they have benefited in many ways from this project.

(2) Middle Years.

(a. Same as (1) above.
(b. Same as (1) above.
(c. Same as (1) above.
(d. Same as (1) above.
(e. Same as (1) above.

(3) Teen Years

The following three projects are submitted for SMSA "E" as the most effective. No other projects in this category were available for selection. The strengths and weaknesses of the following evaluation reports are included as quotes under the following headings:

(a. Health and Physical Education (Jefferson) Strengths and weakness of critical procedural aspects of the activity.

Strengths:

1. A coordinated, well organized combination of a secondary and elementary physical education program has been developed.
2. Additional supplies have allowed the program to have far-reached effects in the developing of sports skills and carryover skills for the underprivileged.
3. The equipment available for training first aid and therapeutic program has enabled us to aid children where such aid was impossible before.
4. The conditionary equipment received has enhanced greatly the chances of the deprived child to totally fit. Weight machines have worked wonders.

5. A factor of safety has been re-employed during evaluation.

Weaknesses:

1. Our major weakness was the inability to do a superior job of evaluation in such a short time; however, this evaluation is and will be a continous process.

(b. Home Economics (Jefferson) Last year our beautiful home economics building was completed. However, in order to be useful, it had to be furnished with proper equipment. Our goal to equip the department this year has been possible through Title I. Major equipment for both the Foods Laboratory and the Clothing Laboratory have been purchased.

However, there is a lot of other equipment still needed that was not covered by the project, i.e., tables and chairs for the foods and clothing labs, small equipment for the kitchens, tote trays for the clothing labs, sewing machines and complete furnishings for the living and dining areas.

We had 98 girls taking Homemaking this year, and approximately 113 enrolled for next year. There are five home economics classes with two first year classes, two second year classes and one class made up of third and fourth year students.

The home economics building is an asset to the school and the community. The equipment will help make possible many practical learning situations for students and adults.

(c. Science (Jefferson) The main strength of the project lay in the fact that the educationally deprived students, as well as other students, were aware that the project was designed to meet their needs and improve the entire science curriculum. New enthusiasm appeared evident on the part of the teachers and students involved in the project. Achievement tests in the various sciences were used for evaluation and although no data on standardized science achievement tests from past years was available, it was felt by the staff of the science department that the scores obtained by the students ranked favorably with national norms. The training and quailification of the personnel involved were satisfactory.

Some difficulties were recognized as to scheduling of laboratory work, and teacher load. The staff felt that teachers needed additional time for planning and carrying out teaching procedures. Steps are being taken to alleviate this situation for next school year.

(d. No other activity available in this category.

(e. No other activity available in this category.

TABLE I* - Representative Projects in Skill Development Subjects and Attitudinal and Behavioral Development

Projects in: Skill Development Subjects						Projects in: Attitud. & Behav. Develop.				
	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12
Measures 1.Standardized										
a.Achievement	1	10	11	11	3		7	8	11	10
b.Intelligence	1	6	6	6	3	1	2	2	3	3
c.Aptitude										
d.Interest	1	1	1							
e.Attitude										
f.Others										
2.Other Tests										
a.Locally Devised Tests		2	2	2			5	5	5	4
b.Teacher Made Tests	1	5	5	5	1	1	5	5	7	6
c.Others		1	1	1		1	4	6	6	4
3.Other Measures										
a.Teacher Ratings	1	8	8	8	4	2	7	7	10	8
b.Anecdotal Records	1	3	3	2	2	2	2	2	3	3
c.Observer Reports		7	6	5	2	2	7	7	8	7
d.Others		4	4	3	1	1	8	9	11	9

*This table represents an actual total of 45 project activities for 20 systems in SMSA - A, B, C, and E or a 10% selected sample.

TABLE 2 - Summary of Effectiveness for Types of Projects

Language Programs: General

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Preschool	1	1	0
Grades 1-3	67	83	5
Grades 4-6	64	79	5
Grades 7-9	54	63	4
Grades 10-12	25	29	3
Totals*	211	255	17

*Actual number of activities for language - 177

Health and Physical Education Programs: General

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Preschool	5	1	0
Grades 1-3	73	49	6
Grades 4-6	73	53	5
Grades 7-9	74	54	4
Grades 10-12	57	42	2
Totals*	282	199	17

*Actual number of activities for health and physical education - 135

TABLE 2 - Summary of Effectiveness for Types of Projects (cont.)

Guidance and Counseling Programs: General

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Preschool	1	1	0
Grades 1-3	5	11	0
Grades 4-6	6	11	0
Grades 7-9	7	11	0
Grades 10-12	6	8	0
Totals*	25	42	0

*Actual number of activities for guidance and counseling - 19

Handicapped Children Programs: General

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Preschool	1	0	0
Grades 1-3	5	3	0
Grades 4-6	5	3	0
Grades 7-9	5	3	0
Grades 10-12	5	0	0
Totals*	21	9	0

*Actual number of activities for handicapped children - 13

TABLE 2 (cont.) - Summary of Effectiveness for Types of Projects

Pre-School Programs: General

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Preschool	26	16	1
Grades 1-3	0	0	0
Grades 4-6	0	0	0
Grades 7-9	0	0	0
Grades 10-12	0	0	0
Totals*	26	16	1

*Actual number of activities for pre-school - 44

Mathematics Programs: General

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Preschool	0	0	1
Grades 1-3	11	13	1
Grades 4-6	11	16	1
Grades 7-9	12	19	1
Grades 10-12	5	13	1
Totals*	39	61	5

*Actual number of activities for mathematics - 32

TABLE 2 (cont.) - Summary of Effectiveness for Types of Projects

Teaching Method Programs: General

School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved
Preschool	3	0	0
Grades 1-3	25	18	3
Grades 4-6	27	18	3
Grades 7-9	26	21	3
Grades 10-12	23	18	2
Totals*	104	75	11

*Actual number of activities for teaching method - 57

TABLE 3

AVERAGE DAILY ATTENDANCE AND AVERAGE DAILY MEMBERSHIP RATES FOR TITLE I PROJECT SCHOOLS COMPARED WITH STATE NORM 1/

1965-1966

	Title I Schools		1/	
Grade	ADA	ADM	ADA	ADM
12th Grade	7339	7879	5609	5954
11th Grade	8240	8966	6224	6650
10th Grade	9655	10619	7097	7565
9th Grade	10703	11623	8404	8910
8th Grade	11061	13268	8291	8800
7th Grade	12445	13736	8862	9347
6th Grade	12159	13478	9498	9812
5th Grade	12458	13543	9377	9767
4th Grade	12923	14107	9465	9880
3rd Grade	12850	14176	9781	10393
2nd Grade	13345	14661	9547	10040
1st Grade	14345	16080	10179	10768
Pre-Kind. Kind.	1515	1688	1788	1932

1/ A sample of non-Title I schools.

TABLE 6

PERCENTAGE OF STUDENTS IN TITLE I PROJECT HIGH SCHOOLS CONTINUING EDUCATION BEYOND HIGH SCHOOL COMPARED WITH STATE NORM 1/

	1965-1966	
	Title I Schools	1/
TOTAL NUMBER OF GRADUATES	23,995	21,609
NUMBER OF SCHOOLS	287	169
MEAN SIZE OF GRADUATING CLASS	84	129
NUMBER OF SCHOOLS HAVING 0 - 10% CONTINUING GRADS.	22	1
11 - 20%	58	1
21 - 30%	57	15
31 - 40%	61	19
41 - 50%	25	31
51 - 60%	34	35
61 - 99%	30	67

1/ All non-Title I schools in the State.

TABLE 7A

California Achievement Test--Reading
(Results for Most Widely Used Tests)

TITLE I BENEFICIARIES (OR SCHOOLS)

Gr.	Mo. & Yr. Tstd	Fm.	n Schs.	n Stds.	$\bar{X}$	No. of Students or Schs. 25th— %ile	50th— %ile	75th— %ile	[illegible] %ile
1	1/66	W	5	52	49	17	17	11	7
1	2/66	W	1	93	8	91	0	2	0
1	3/66	W	5	280	41	176	70	21	15
1	4/66	W	3	63	56	56	7	0	0
1	5/66	W	18	473	62	140	69	63	200
1	6/66	W	5	212	26	186	21	4	1
1	7/66	W	2	29	52	11	9	7	2
1	8/66	W	2	26	35	22	3	1	0
1	5/66	X	6	331	43	202	48	35	46
1	6/66	X	2	33	44	19	10	2	2
1	7/66	X	1	34	47	21	2	2	9
1	8/66	X	4	116	40	80	18	6	12
2	10/65	W	1	67	34	55	5	4	3
2	1/66	W	13	213	64	50	65	52	43
2	2/66	W	6	57	48	55	1	1	0
2	4/66	W	5	192	59	158	23	7	4
2	5/66	W	22	203	63	54	42	46	61
2	6/66	W	7	183	40	136	25	10	12
2	7/66	W	2	49	74	13	6	11	19
2	8/66	W	2	27	64	9	6	7	5

TABLE A (CONTINUED)

Gr.	No. & Yr. Tstd	Fm.	n Schs.	n Stds.	$\bar{X}$	No. of Students or Schs.			
						25th %ile	50th %ile	75th %ile	99th %ile
2	4/66	X	2	112	44	62	19	19	12
2	5/66	X	18	498	63	225	75	93	105
2	6/66	X	2	52	66	29	9	17	6
2	7/66	X	15	64	48	32	10	5	17
2	8/66	X	4	99	64	36	11	13	[illegible]
3	11/65	W	2	24	57	0	14	8	2
3	12/65	W	2	77	62	33	15	11	18
3	1/66	W	14	211	62	43	49	69	70
3	2/66	W	6	63	49	62	1	0	0
3	3/66	W	6	273	66	26	53	58	13[illegible]
3	4/66	W	4	96	69	18	28	14	36
3	5/66	W	43	1029	66	242	129	140	428
3	6/66	W	6	227	36	138	53	20	16
3	7/66	W	2	44	79	2	5	15	22
3	8/66	W	4	48	51	25	13	9	1
3	1/66	X	5	112	65	7	34	23	48
3	5/66	X	12	180	70	34	39	42	85
3	6/66	X	2	52	53	9	19	13	11
3	7/66	X	15	87	58	27	23	16	21
3	8/66	X	3	101	39	75	15	6	5
4	10/65	W	1	63	45	18	13	10	22
4	11/65	W	1	22	43	5	14	3	0
4	12/65	W	10	491	41	242	120	48	67

TABLE 7A (CONTINUED)

Gr.	No. & Yr. Tstd	Fm.	n Schs.	n Stds.	$\bar{X}$	No. of Students or Schs.			
						25th %ile	50th %ile	75th %ile	99th %ile
4	1/66	W	13	225	58	66	58	29	72
4	2/66	W	7	73	48	37	18	11	7
4	3/66	W	6	232	59	130	39	27	36
4	4/66	W	6	147	52	157	65	26	7
4	5/66	W	31	495	67	170	109	86	130
4	6/66	W	7	175	41	118	38	9	10
4	7/66	W	3	51	71	1	5	16	29
4	8/66	W	4	43	42	32	11	0	0
4	5/66	X	19	469	63	128	108	81	152
4	6/66	X	2	43	72	2	13	16	12
4	7/66	X	15	83	59	39	19	12	13
4	8/66	X	4	109	43	63	20	10	19
4	4/66	Y	1	65	54	10	17	8	30
4	5/66	Y	6	326	50	184	49	24	69
4	6/66	Y	1	69	58	39	24	6	0
5	11/65	W	1	17	52	5	10	2	0
5	12/65	W	16	611	52	319	193	63	32
5	1/66	W	13	192	75	27	31	58	76
5	2/66	W	7	61	49	46	15	0	0
5	3/66	W	5	238	75	45	41	59	93
5	4/66	W	9	443	60	269	88	43	43
5	5/66	W	18	472	77	108	91	102	171
5	6/66	W	7	241	36	147	71	16	5

TABLE (CONTINUED)

Gr.	No. & Yrs. Tstd	Fm.	n Schs.	n Stds.	$\bar{X}$	No. of Students or Schs. 25th %ile	50th %ile	75th %ile	[illegible]th %ile
5	7/66	W	5	119	52	41	34	17	27
5	8/66	W	2	38	51	25	11	2	0
5	9/66	W	5	80	71	25	21	22	12
5	4/66	X	13	440	72	144	173	79	44
5	5/66	X	12	190	77	34	50	54	52
5	6/66	X	2	45	82	3	16	12	14
5	7/66	X	2	37	72	12	15	7	3
5	8/66	X	4	115	47	77	21	14	3
5	9/66	X	3	85	54	44	10	15	16
5	5/66	Y	6	343	59	203	46	43	51
5	6/66	Y	2	80	54	59	16	1	4
6	10/65	W	1	67	56	39	28	0	0
6	11/65	W	1	73	56	10	28	23	12
6	12/65	W	1	50	57	45	3	2	0
6	1/66	W	1	30	53	9	6	3	12
6	3/66	W	1	14	34	10	3	1	0
6	4/66	W	6	210	32	126	33	32	19
6	5/66	W	13	372	81	85	84	52	161
6	6/66	W	6	165	57	127	17	10	11
6	8/66	W	1	8	41	2	4	2	0
6	9/66	W	4	196	74	74	45	50	27
6	1/66	X	5	95	74	34	19	11	31
6	4/66	X	1	77	67	49	28	0	0

TABLE 7A (CONTINUED)

Gr.	Mo. & Yr. Tstd	Fm.	n Schs.	n Stds.	$\bar{X}$	No. of Students or Schs.			
						25th %ile	50th %ile	75th %ile	99th %ile
6	5/66	X	2		68	30	12	4	1
6	7/66	X	4	83	72	52	18	5	8
6	8/66	X	2	76	57	59	13	3	1
6	5/66	Y	6	289	69	181	45	31	32
6	6/66	Y	1	37	81	21	6	10	0
7	12/65	W	12	232	54	138	77	15	2
7	1/66	W	12	190	71	23	41	40	86
7	2/66	W	6	38	57	17	21	0	0
7	3/66	W	1	20	31	0	10	9	1
7	4/66	W	10	359	62	237	83	33	6
7	5/66	W	3	111	68	35	26	26	24
7	6/66	W	2	48	59	36	5	4	3
7	7/66	W	2	20	49	2	11	4	3
7	8/66	W	6	81	53	55	27	19	11
7	4/66	X	10	177	63	100	59	13	5
7	5/66	X	16	280	86	48	68	52	124
7	6/66	X	4	93	44	74	14	3	2
7	7/66	X	2	44	61	33	5	3	3
7	5/66	Y	5	160	43	136	16	5	3
8	11/65	W	2	61	42	34	22	4	1
8	12/65	W	10	186	58	155	19	9	3
8	1/66	W	3	166	94	28	38	36	65
8	2/66	W	2	38	61	32	6	0	0

TABLE 7A (CONTINUED)

Gr.	Mo. & Yr. Tstd	Fm.	n Schs.	n Stds.	$\bar{X}$	No. of Students or Schs. 25th %ile	50th %ile	75th %ile	99th %ile
8	4/66	W	3	45	50	38	6	1	0
8	5/66	W	2	25	75	14	4	5	2
8	6/66	W	4	47	62	33	4	6	4
8	7/66	W	3	10	73	2	1	2	5
8	8/66	W	4	71	51	63	2	4	3
8	1/66	X	3	63	79	8	16	18	21
8	4/66	X	10	186	66	140	24	13	9
8	5/66	X	5	169	100	34	21	26	88
8	6/66	X	2	52	49	46	5	1	0
8	7/66	X	4	64	74	32	12	14	6
8	4/66	Y	1	186	89	55	40	56	35
8	5/66	Y	4	149	58	120	17	4	8
9	10/65	W	1	62	61	56	5	1	0
9	12/65	W	12	202	64	181	14	5	2
9	1/66	W	5	51	62	12	18	11	10
9	5/66	W	5	45	64	10	17	7	11
9	6/66	W	3	85	36	73	6	4	2
9	7/66	W	2	49	31	40	5	2	2
9	8/66	W	2	45	51	41	3	0	1
9	4/66	X	9	214	72	176	22	10	6
9	6/66	X	1	63	51	59	4	0	0
9	7/66	X	2	22	67	15	3	2	2
10	12/65	X	5	118	41	95	19	4	0

TABLE 7A (CONTINUED)

Gr.	Mo. & Yr. Tstd	Fm.	n Schs.	n Stds.	$\bar{X}$	No. of Students at %ile			
						25th %ile	50th %ile	75th %ile	99th %ile
10	1/66	X	5	34	74	12	7	8	7
10	4/66	X	2	71	66	33	24	8	6
10	5/66	X	1	29	79	8	9	2	10
10	6/66	W	3	17	40	14	2	1	0
10	7/66	W	1	6	26	5	1	0	0
10	8/66	W	1	33	43	30	2	1	0
10	4/66	X	5	118	46	97	17	1	3
10	6/66	X	1	56	42	51	3	0	2
10	7/66	X	1	10	51	10	0	0	0
11	10/65	W	1	77	42	66	10	1	0
11	11/65	W	1	35	56	34	1	0	0
11	12/65	W	2	77	45	64	9	4	0
11	2/66	W	1	35	59	25	10	0	0
11	3/66	W	2	118	29	74	31	13	1
11	4/66	W	1	59	63	26	18	7	8
11	5/66	W	2	69	76	23	20	13	11
11	6/66	W	2	11	55	6	2	1	2
11	7/66	W	1	4	83	0	1	1	2
11	8/66	W	2	9	60	7	1	1	0
11	4/66	X	2	147	51	117	26	4	0
11	5/66	X	2	148	39	90	44	0	12
11	6/66	X	1	24	45	21	1	1	1
11	7/66	X	1	7	47	5	2	0	0

TABLE 7A (CONTINUED)

Gr.	No. & Yr. Tstd	Fm.	n Schs.	n Stds.	$\bar{X}$	No. of Students or Schs. 25th %ile	50th %ile	75th %ile	99th %ile
12	11/65	W	1	12	41	30	2	0	0
12	12/65	W	1	52	45	50	2	0	0
12	1/66	W	1	39	88	12	10	11	6
12	4/66	W	1	32	52	24	7	1	0
12	5/66	W	1	35	93	9	8	11	7
12	4/66	X	3	52	48	49	3	0	0

TABLE 7B

California Achievement Test---Arithmetic
(Results for Most Widely Used Tests)

TITLE I BENEFICIARIES (OR SCHOOLS)

Gr.	Mo. & Yr. Tstd.	Fm.	n Schs.	n Stds.	X̄	No. of Students or Schs. 25th %ile	50th %ile	75th %ile	99th %ile
1	1/66	W	5	57	37	37	17	2	1
1	5/66	W	13	204	45	91	30	26	46
1	6/66	W	1	34	29	27	5	2	0
1	7/66	W	1	34	43	18	5	8	3
1	8/66	W	1	11	52	3	6	1	1
1	5/66	X	4	120	31	87	21	5	7
1	5/66	X	6	326	44	148	99	35	44
2	1/66	W	6	53	65	17	29	4	3
2	5/66	W	23	221	74	44	63	48	66
2	6/66	W	16	173	49	86	40	7	16
2	8/66	W	1	19	35	4	13	2	0
2	4/66	X	1	50	63	8	10	9	23
2	5/66	X	6	307	61	128	99	36	44
2	7/66	X	2	35	69	18	1	5	12
2	8/66	X	4	96	54	36	26	8	26
3	12/65	W	2	78	74	15	9	11	43
3	1/66	W	5	51	136	5	4	12	30
3	4/66	W	7	355	107	183	66	52	54
3	5/66	W	18	633	132	156	51	55	371

TABLE 7B (CONTINUED)

Gr.	Mo. & Yr. Tstd.	Fm.	n Schs.	n Stds.	$\overline{X}$	No. of Students or Schs. 25th %ile	50th %ile	75th %ile	99th %ile
3	6/66	W	7	244	83	122	46	29	47
3	7/66	W	2	73	127	32	18	76	17
3	8/66	W	1	19	96	12	2	4	1
3	1/66	X	5	112	109	14	18	18	62
3	7/66	X	12	21	139	0	3	7	11
3	8/66	X	31	91	83	50	22	5	14
4	12/65	W	9	368	33	36	118	54	112
4	1/66	W	5	51	47	3	18	11	19
4	4/66	W	1	69	31	18	19	15	17
4	5/66	W	20	101	39	35	29	15	22
4	6/66	W	8	180	35	79	38	40	27
4	7/66	W	1	26	42	7	7	3	9
4	8/66	W	2	31	30	18	12	1	0
4	5/66	X	7	256	61	44	56	37	119
4	7/66	X	14	61	96	15	15	13	18
4	8/66	X	5	106	34	52	16	12	26
4	5/66	Y	6	324	39	122	74	50	78
5	12/65	W	14	485	35	230	168	49	38
5	1/66	W	5	37	65	3	9	10	15
5	3/66	W	1	10	54	1	1	5	3
5	4/66	W	9	366	49	191	72	41	62
5	5/66	W	24	222	65	59	32	20	111

TABLE 7B (CONTINUED)

						No. of Students or Schs.			
Gr.	No & Yr. Tstd.	Fm.	n Schs.	n Stds.	$\bar{X}$	25th %ile	50th %ile	75th %ile	99th %ile
5	6/66	W	7	108	39	135	21	14	12
5	7/66	W	1	21	43	11	4	6	0
5	8/66	W	4	53	46	27	11	6	9
5	4/66	X	13	436	50	151	167	54	34
5	7/66	X	13	45	60	8	13	4	20
5	8/66	X	5	112	54	66	24	11	12
5	5/66	Y	6	344	53	180	35	29	100
6	11/65	W	1	46	57	2	0	9	35
6	1/66	W	5	39	76	13	10	10	5
6	3/66	W	1	12	54	5	3	2	2
6	4/66	W	3	65	61	14	9	2	40
6	5/66	W	27	329	75	85	80	57	107
6	6/66	W	7	159	55	103	18	28	10
6	7/66	W	1	14	45	10	3	0	0
6	8/66	W	6	41	59	31	8	2	0
6	12/65	X	13	361	48	232	96	23	10
6	1/66	X	5	94	62	21	17	11	45
6	4/66	X	13	361	59	204	114	29	14
6	7/66	X	13	70	67	34	14	8	14
6	8/66	X	5	74	58	45	7	[illegible]	[illegible]
6	5/66	Y	6	289	63	160	48	33	40
7	12/65	W	11	195	38	129	55	8	3
7	1/66	W	5	34	66	9	17	5	5

TABLE 7B (CONTINUED)

Gr.	Mo. & Yr. Tstd.	Fm.	n Schs.	n Stds.	$\overline{X}$	No. Students or Schs.			
						25th %ile	50th %ile	75th %ile	99th %ile
7	3/66	W	1	14	49	4	8	0	2
7	4/66	W	8	307	65	207	76	12	12
7	5/66	W	24	211	69	63	64	46	38
7	6/66	W	3	70	57	32	16	10	7
7	7/66	W	1	36	59	18	11	6	6
7	8/66	W	8	88	58	50	22	12	4
7	10/65	X	1	38	58	5	13	17	3
7	4/66	X	10	154	46	101	43	9	1
7	5/66	X	1	40	91	1	5	13	21
7	6/66	X	4	86	46	56	18	9	3
7	7/66	X	13	43	11	22	12	5	4
7	8/66	X	1	6	70	0	2	2	2
7	5/66	Y	5	159	45	124	21	8	6
8	11/65	W	1	45	42	14	13	13	5
8	12/65	W	10	171	44	130	29	10	2
8	1/66	W	5	26	79	11	10	4	1
8	4/66	W	4	80	46	40	16	15	9
8	5/66	W	25	336	85	116	67	44	109
8	6/66	W	3	44	67	29	6	7	2
8	7/66	W	1	6	89	1	1	1	3
8	8/66	W	7	91	63	54	23	11	3
8	1/66	X	4	64	78	2	11	18	33

TABLE 7B (CONTINUED)

Gr.	Mo. & Yr. Tstd.	Fm.	n Schs.	n Stds.	$\overline{X}$	No. Students or Schs. 25th %ile	50th %ile	75th %ile	99th %ile
8	4/66	X	10	171	55	125	33	9	4
8	6/66	X	3	45	53	38	6	1	0
8	7/66	X	13	60	79	26	9	16	9
8	8/66	X	1	2	93	0	0	2	0
8	4/66	Y	1	188	79	74	47	46	21
8	5/66	Y	4	164	56	131	21	9	3
9	12/65	W	9	186	61	147	31	5	3
9	1/66	W	5	51	82	11	21	10	9
9	5/66	W	6	88	84	35	27	15	11
9	6/66	W	3	26	78	16	5	1	4
9	7/66	W	1	4	89	0	1	0	3
9	8/66	W	1	40	58	37	3	0	0
9	4/66	X	8	143	64	118	18	2	5
9	6/66	X	1	71	49	69	2	0	0
9	7/66	X	1	9	73	6	1	1	1
9	8/66	X	1	4	99	0	3	1	0
10	12/65	W	5	155	60	100	38	14	3
10	1/66	W	5	34	92	10	10	5	9
10	4/66	W	1	52	84	42	10	0	0
10	5/66	W	5	29	95	9	4	10	6
10	6/66	W	1	1	91	0	0	1	0
10	7/66	W	1	1	113	0	0	0	1

TABLE 7B (CONTINUED)

Gr.	Mo. & Yr. Tstd.	Fm.	n Schs.	n Stds.	$\bar{X}$	No. Students or Schs. 25th %ile	50th %ile	75th %ile	99th %ile
10	8/66	W	1	29	51	25	2	1	1
10	4/66	X	4	103	58	88	8	5	2
10	6/66	X	1	57	37	57	0	0	0
11	11/65	W	1	32	75	21	10	1	0
11	12/65	W	5	70	62	59	4	2	5
11	1/66	W	5	37	94	11	14	5	7
11	4/66	W	1	31	68	25	6	0	0
11	5/66	W	5	33	94	11	10	6	6
11	6/66	W	1	4	91	1	1	0	2
11	7/66	W	1	4	102	0	1	1	2
11	8/66	W	1	9	63	7	1	1	0
11	4/66	X	5	70	70	56	7	0	7
11	6/66	X	1	18	43	15	2	1	0
12	11/65	W	1	32	78	20	10	2	0
12	12/65	W	2	43	51	37	0	2	4
12	1/66	W	5	38	98	15	10	8	5
12	4/66	W	1	32	83	16	11	4	1
12	5/66	W	5	34	106	9	7	10	8
12	4/66	X	2	43	68	36	3	0	4

TABLE 8

California Arithmetic Test Form W

	Mo. & Yr. Tstd	Fm.	n Stds.	$\overline{X}$	Number of Students 25th %ile	50th %ile	75th %ile	99th %ile
			PRE-TEST 7th Grade					
(a)	2/65	W	41	44	21	16	3	1
(b)	2/66	W	14	49	4	8	0	2
(c)	1/66	W	34	66	9	17	5	3
(d)	4/66	W	8	51	2	6	0	0
(e)	4/66	W	25	48	17	7	1	0
			POST-TEST 7th grade					
(a)	5/66	W	41	47	19	16	5	1
(b)	5/66	W	13	32	10	2	1	0
(c)	5/66	W	40	69	11	17	8	4
(d)	8/66	W	7	66	2	3	2	0
(e)	8/66	W	25	55	15	3	7	0
			PRE-TEST 6th Grade					
(a)	11/65	W	46	57	2	0	9	35
(b)	3/66	W	12	54	5	3	2	2
(c)	1/66	W	39	76	13	10	10	6
(d)	4/66	W	19	56	14	5	0	0

TABLE 8 (CONTINUED)

	No. & Yr. Tstd	Fm.	n Stds.	$\overline{X}$	Number of Students 25th %ile	50th %ile	75th %ile	99th %ile
			POST-TEST 6th Grade					
(a)	4/66	W	46	63	0	4	2	40
(b)	5/66	W	12	58	4	4	2	2
(c)	5/66	W	57	82	20	12	12	13
(d)	8/66	W	21	65	13	8	0	0
			PRE-TEST 5th Grade					
(a)	12/65	W	49	37	7	17	8	13
(b)	3/66	W	10	54	1	1	5	3
(c)	1/66	W	37	65	3	9	10	15
(d)	4/66	W	23	44	10	6	3	4
(e)	5/66	W	29	32	29	0	0	0
			POST-TEST 5th Grade					
(a)	4/66	W	49	38	4	14	9	22
(b)	5/66	W	10	64	0	2	3	5
(c)	5/66	W	46	79	0	5	2	39
(d)	8/66	W	24	53	3	6	6	9
(e)	8/66	W	29	40	24	5	0	0

TABLE 8(CONTINUED)

	Mo. & Yr. Tstd	Fm.	n Stds.	$\overline{X}$	Number of Students 25th %ile	50th %ile	75th %ile	99th %ile
			PRE-TEST 4th Grade					
(a)	12/65	W	69	25	30	29	5	5
(b)	12/65	W	10	31	3	5	2	0
(c)	1/66	W	51	47	3	18	11	19
(d)	5/66	W	31	24	24	7	0	0
			POST-TEST 4th Grade					
(a)	4/66	W	69	31	18	19	15	17
(b)	5/66	W	10	32	3	5	1	1
(c)	5/66	W	40	54	3	6	11	20
(d)	8/66	W	31	30	18	12	1	0
			PRE-TEST 3rd Grade					
(a)	12/65	W	63	71	13	6	8	36
(b)	12/65	W	15	85	2	3	3	7
(c)	1/66	W	51	136	5	4	12	30
(d)	5/66	W	19	79	17	1	1	0
			POST-TEST 3rd Grade					
(a)	4/66	W	61	125	10	10	3	38
(b)	5/66	W	15	88	0	1	3	11
(c)	5/66	W	50	157	3	3	4	40
(d)	8/66	W	19	96	12	2	4	1

TABLE 8

California Reading Test Form W

	Mo. & Yr. Tstd	Fm.	n Stds.	$\overline{X}$	Number of Students 25th %ile	50th %ile	75th %ile	99th %ile
			PRE-TEST 6th Grade.					
(a)	1/66	W	30	53	9	6	3	12
(b)	3/66	W	14	34	10	3	1	0
(c)	5/66	W	76	71	24	20	21	11
			POST-TEST 6th Grade					
(a)	5/66	W	30	70	5	2	1	22
(b)	7/66	W	8	41	2	4	2	0
(c)	9/66	W	58	74	16	14	14	14
			PRE-TEST 5th Grade					
(a)	1/66	W	19	42	9	3	1	6
(b)	1/66	W	38	83	6	9	10	13
(c)	4/66	W	27	44	19	8	0	0
(d)	5/66	W	15	50	15	0	0	0
(e)	12/65	W	88	40	38	28	12	10
(f)	5/66	W	80	71	25	21	22	12
(g)	11/65	W	17	52	5	10	2	0

TABLE 8 (CONTINUED)

	Mo. & Yr. Tstd	Fm.	n Stds.	$\overline{X}$	Number of Students			
					25th %ile	50th %ile	75th %ile	99th %ile
			POST-TEST 5th Grade					
(a)	5/66	W	19	54	6	3	0	10
(b)	5/66	W	46	86	5	12	8	21
(c)	8/66	W	23	46	17	5	1	0
(d)	8/66	W	15	63	8	6	1	0
(e)	4/66	W		49	24	35	14	15
(f)	9/66	W	58	74	16	16	12	14
(g)	5/66	W	17	66.6	3	9	5	0
			PRE-TEST 4th Grade					
(a)	1/66	W	36	50	29	6	1	0
(b)	9/65	W	194		88	47	30	29
(c)	1/66	W	51	56	19	13	10	9
(d)	4/66	W	17	26	15	2	0	0
(e)	3/66	W	15	34 2/3	4	4	5	2
(f)	5/66	W	20	41	20	0	0	0
(g)	12/65	W	122	28.67	100	17	4	1
(h)	11/65	W	22	43	5	14	3	0

TABLE 8 (CONTINUED)

	Mo. & Yr. Tstd	Fm.	n Stds.	$\overline{X}$	Number of Students 25th %ile	50th %ile	75th %ile	99th %ile
			POST-TEST 4th Grade					
(a)	5/66	W	38	71	14	9	6	9
(b)	5/66	W	194		52	53	45	44
(c)	5/66	W	51	63	12	15	12	12
(d)	8/66	W	23	37	18	5	0	0
(e)	7/66	W	9	40	1	1	3	4
(f)	8/66	W	20	47	14	6	0	0
(g)	4/66	W	12	37	52	52	12	4
(h)	5/66	W	22	55	3	6	13	0
			PRE-TEST 3rd Grade					
(a)	1/66	W	24	43	11	7	4	2
(b)	1/66	W	50	68	4	11	11	24
(c)	4/66	W	19	38	9	9	1	0
(d)	3/66	W	9	32	0	8	0	1
(e)	5/66	W	24	45	20	4	0	0
(f)	12/65	W	77	62	33	15	11	18
(g)	11/65	W	24	56.7	0	14	8	2

TABLE 8 (CONTINUED)

	Mo. & Yr. Tstd	Fm.	n Stds.	$\overline{X}$	Number of Students			
					25th %ile	50th %ile	75th %ile	99th %ile
			POST-TEST 3rd Grade					
(a)	5/66	W	24	49	9	4	5	6
(b)	5/66	W	50	74	5	7	10	28
(c)	8/66	W	24	46	11	9	4	0
(d)	7/66	W	5	36½	0	0	3	2
(e)	8/66	W	24	55	14	4	5	1
(f)	4/66	W	77	75.5	9	19	13	36
(g)	5/66	W	24	74	0	11	10	3

DROPOUT RATES (HOLDING POWER) FOR TITLE I PROJECT SCHOOLS COMPARED WITH NON-TITLE I SCHOOLS

	1965-1966	
Grade	Title I Schools	Non Title I Schools
12	3.44	3.01
11	6.12	4.67
10	6.87	5.22
9	3.50	4.15
8	1.72	2.15
7	0.72	0.71
6	0.67	0.11
No. of Schools	283	205
Total No. of Students	159,483	120,001
No. of Dropouts	3390	1628

10. GENERAL ANALYSIS OF TITLE I

Introduction.

Superintendents, principals, teachers, and Title I staff workers on the state and local level approach consensus in lauding the enhancement of educational opportunities, experiences, achievement, and general attitudes for Title I beneficiaries; and "spin off" benefits for all others in the educational institution. The degree of positiveness exhibited by LEA's with regard to the effectiveness of Title I seems to correlate highly with the relative weight of the administrative burden of a Title I program and the amount of funds approved for the Title I program.

The needs of schools, particularly those classified within the delimitations of the Title I program, have long been known. Many of the needs may be fulfilled by the mere expenditure of monies, i. e. a child is hungry--then feed him, a classroom is overcrowded--then build more, a lower pupil/teacher ratio--then hire more teachers, etc. Evaluation of these objectives is merely a matter of simple measurement. Is the child hungry now? Does he have an overcrowded classroom? Are teachers plentiful?

Many other objectives defy present measurement methods. Objectives such as those that would attempt to reorient value systems towards middle class values, develop positive attitudes toward learning, increase motivation to achieve; and achievement objectives stated in vague terms are difficult to evaluate other than subjectively. Teachers and coordinators of projects need criteria and designs by which objective evaluations may proceed in an orderly and uniform fashion; however, the objective design criteria must be so implemented to allow for suboptimal as well as optimal paths to be explored (Bloom's Taxonomy of Educational Objectives is suggested.).

The determination of the effectiveness of Title I programs and all of education is a general problem of evaluation which has heretofore been almost totally decided by the public as an overall development rather than upon an individual, local, or state basis. Effectiveness in this sense has not been determined. In one case achievement may have been evaluated; in other cases it may have been interpersonal skills, attitudinal, affective, organizational, procedural, or administrative skills that were evaluated.

The sense of direction for determining the effectiveness of Title I projects has been quite unclear. The LEA's look to the state organization as the state organization looks toward the USOE for clear, concise methods and procedures to be used in the evaluation that is desired by the superordinates in the hierarchy of these evaluation requests.

The request by law for an evaluation of Title I activities was, in a small measure, some direction and will, undoubtedly, eventuate the greatest effectiveness of Title I. Many an overburdened administrator would have and could have easily overlooked the unfamiliar chore of evaluation if there had not been a requirement by law to evaluate.

Very few schools (indeed, there may be none) in our state have codified objectives by system and class by which a valid evaluation may take place. Title I has forced some administrators and teachers to recognize the fallacy of operation without objectives that can be measured and evaluated. Teachers, principals, and superintendents have been asked to do new things and talk about change which heretofore has proceeded at a torpid pace. A greater emphasis has been placed upon change, newer methods and procedures, and there is now a greater press towards documentation of records, which should lift evaluation from the realm of fabrication of bits of knowledge and imagination synthesized at a time when memory of the participants and workers has become quite nebulous to a position nearer the reality of recorded specific observations of behavior.

On the state level there is a greater press towards a state assessment program and a slight change in the philosophy of the role of the state department towards initiating and giving direction by expertise to LEA's for the changes taking place that Title I has funded.

Some administrators are beginning to learn that documentation is a necessary adjunct to evaluation for the assessment of needs, development of measurable objectives to fulfill those needs, and the establishment of newer and more effective methods to achieve those objectives.

Perhaps the most consistent criticism of Title I activities is the lack of time for planning and implementation for 1965-66 activities. This particular criticism is amplified by systems in SMSA "A" indicating that some activities were not implemented due to their inability to obtain equipment or personnel quickly enough to implement those activities; and is further amplified by the fact that systems in SMSA "A" have had the largest grants and consequently larger and more comprehensive administrative staffs are available for planning and evaluating.

SMSA "A"

Title I activities in SMSA "A" were widely diversified and generally were so formulated to reach large numbers of student beneficiaries. Considering that educational opportunities were non-existent to hospitalized and certain other handicapped children, one would say that Title I funds were certainly effective as an enabling and initiatory source for educational opportunities to that group of children.

It is interesting to note that in this SMSA a lower rate of funds ~~were~~ was expended for food service activities. The two food service activities for this SMSA were subjectively judged by the administrators of two systems to have enhanced educational opportunities by increasing the ADA of the beneficiaries and further brought about a positive increase in desirable behavior changes in the cognitive and affective areas.

It was pointed out that these food service activities had the undesirable effect of creating some dependency on the part of parents for "free lunches" to be supplied. Many parents were disappointed by not being able to avail themselves of the financial advantage of free lunches for their children. Some parents felt that their children were "entitled to free lunches." No documentation of increased attendance on the part of recipient was included in either report in this SMSA on food service activities other than one or two paragraphs summarizing administrative observations. A major weakness indicated by the two systems regarding food service activities included the remark that proper evaluative tools and instruments were not available through the state and were not prepared locally.

SMSA "A" did have reading activities in all systems. Summer programs seemed to generally be most effective in that they allowed for lower pupil/teacher ratios, increased administrative attention to the reading activities, and increased amounts of available audio-visual aids and reading materials, more administrative personnel available for test administration, increased availability of referral agencies, and the ability of the student to focus on a single problem area.

Equipment learning resource centers, reading laboratories, and other activities requiring special equipment or services were judged to be least effective since equipment arrived late and specialized personnel were difficult to find.

Generally, the activities in SMSA "A" were directed towards communicative and linguistic skills and supporting services, and emphasis was given towards individualization of instructional services particularly into heretofore untouched areas. The philosophical approach was mostly one termed preventative rather than remedial; however, remedial instruction was used. Summer school, pre-school, and teacher aide programs were deemed most effective. Considering the dollar amounts spent for services rendered--it is the opinion of this reviewer that the teacher aide and/or intern type program offered the greatest cost benefits available on a short term basis in both cognitive and affective areas.

The Atlanta City System is quite exemplary for its execution of a lead teacher and an instructional aide program. The teacher aide program relieved teachers of burdensome clerical duties, gave the child a greater opportunity to identify with adults (teacher aides) and allowed greater attention to be given towards each child's personal needs.

SMSA "B"

Three systems (Cobb, DeKalb, and Fulton County Systems) constitute SMSA "B."

Again in this area general effectiveness was somewhat impaired by late arrival of equipment, insufficient planning time, and insufficient supply of qualified and certified personnel. Although extensive testing was undertaken in this area, the testing was used mainly for screening and diagnostic purposes rather than for evaluation of the various activities; however, this testing will result in more extensive baseline data for succeeding years of Title I activities.

All but two activities in this area reported substantial progress was made. Here again, as in SMSA "A", the diversification of activities into educational areas untouched by previous local education activities led to a great increase in the effectiveness of educational opportunities e. g. summer programs, pre-school programs, training programs for parents of the handicapped, summer reading camps, school for hospitalized children, etc.

SMSA "B" suffers from the same problem as do all other areas in the realm of evaluation. The lack of documentation; adequate planning and staffing for evaluation; specific objectives; qualified program evaluators; and a tendency on the part of administrators to spread the funds over a wide area instead of making significant and concentrated gains for the "hard core" disadvantaged youth.

Subjective evaluations in SMSA "B" were laudatory of the effectiveness of Title I in all areas of educational enhancement. Objective evaluations were almost nonexistent. Testing for baseline data and diagnostic purposes does indicate that a large bulk of Title I beneficiaries place below the fiftieth percentile particularly in reading. Consequently, small numerical gains in reading rates and levels should reflect statistically significance with low levels of chance error if statistical evaluation designs would be used. SMSA "B" seemingly shares an aversion to pre- and post- standardized testing and experimental programs for evaluation as does SMSA "A."

SMSA "C"

(Chattahoochee, Clayton, Gwinnett, Houston, and Walker County and Marietta City Systems)

A significant decrease in the amount of overall evaluative effort and documentation was noted in SMSA "C"; however, two systems had somewhat comprehensive programs and evaluations and the report content was good.

Again as in SMSA "A" and "B" summer programs were judged as being generally more effective in that they served in areas which were untouched prior to the availability of Title I funds. Summer programs do not have as much difficulty in hiring professional and non-professional personnel, in finding facilities, and in obtaining adequate materials and equipment as do regular term programs. These advantages will diminish as school programs and services are extended into the summer by an increasing number of systems. Summer programs offer flexibility in scheduling and are usually more innovative by nature since they are not generally traditional in their organization or administration. This flexibility has allowed summer programs to pursue field trips and learning by experience more easily than the rigid programs of the normal school term.

The advantages of field trips and actual experiences for Title I children is exampled in that in one field trip it was found that twenty-six children out of thirty-five had never ridden an elevator. Incidental experiences such as building construction, city traffic, friendly policemen, time zones, etc. could not be statistically evaluated, but obstensibly must contribute quite positively as "spin off" benefit values.

Both school systems reporting comprehensively in this SMSA indicated substantial progress in summer school activities through numerous subjective surveys and by objective measurements through standardized testing. SMSA "C" gave more emphasis to standardized testing than either SMSA "A" or "B."

No unusual or innovative programs were initiated in this SMSA, although one program employed certain aspects of team teaching in the area of science with a racially integrated staff. Remedial reading and mathematics were emphasized in a traditional setting.

SMSA "C" activities appeared to be moderately effective with an emphasis on traditionally oriented summer remedial programs and indicated an overall emphasis in the use of standardized testing for evaluative purposes.

SMSA "D"

In this SMSA evaluations of the effectiveness of Title I activities ran the gamut from the very extensive statistical treatment and discussion of data to the unknowledgeable and grammatically incorrect; however, the most effective and lucid evaluations done in the State of Georgia were completed by a county system in this SMSA--Dodge County. Over one hundred fifty city and county systems are represented by this SMSA and the possibility that each system could employ a sophisticated analyst for evaluations of Title I activities seems quite remote. Undoubtedly there may have been many effective Title I activities operating throughout the State, being unrecognized because of a less than optimal evaluation.

This SMSA had over seven hundred activities in over 200 projects.

At least 150 language activities were introduced into this SMSA. Over 100 health activities were in progress along with 19 guidance and counseling activities. Twenty library activities were initiated. Many (20+) in-service training activities were started. More than 40 vocational activities, 30 pre-school activities, 20 mathematics activities, 40 teaching method, 75 combinations of activities, and other miscellaneous activities were completed in this SMSA "D." Less than 30 of these activities reported that little or no progress was made and 300+ reported substantial progress was made towards their objectives.

More than four hundred fifty of these projects used administrative, teacher, and other person observations as an evaluative design. This design was often employed, perhaps, because of its various degrees of implementation. Most of the systems in this SMSA used unstructured, undocumented, and recalled observations. In many cases one might suspect that observations after the fact come to be affected by many factors extraneous to the objectives of the activities; consequently, the evaluations in this SMSA might be judged on the whole as effective but the relative degree of effectiveness cannot be factually ascertained from the evaluations as submitted.

The requirement by law and the requests by the State for evaluations of Title I activities have given educational evaluation an unprecedented emphasis. The new use of evaluation techniques by teachers and administrators will give each administrator a more logical bank of information from which he can use in the decision making process.

Many unique and unusual cases of deprivation are to be found in this SMSA as in SMSA "E" since the county and city systems are small and a greater number of schools and children are classified as Title I beneficiaries. The cases are replete with human pathos and to read them--one might think--these things cannot be, but all are true and perhaps a little worse than each evaluator can convey in writing. The personal and unique cases have particularly pointed to the fact that an interested teacher or aide can wrought great changes in personality and achievement for deprived students.

Title I effected many testing programs in this SMSA. SMSA "D" systems tested frequently and used group testing for screening and evaluative purposes on an individual school and system basis. Group testing offered most students their first opportunity for standardized testing, consequently many increases in rates of achievement might be in part attributed to students becoming more test-wise.

Title I allowed many students to participate in summer programs that were nonexistent or previously held on a tuition basis. Many pre-school and kindergarten programs were initiated where none had existed.

The wide variety of these programs has increased the span of educational opportunities; however, it appears that in the future many administrators will tend to concentrate their programs towards more specific problems of the "hard core" culturally disadvantaged and the tendency to spread this money thinly over the whole system will be lessened.

SMSA "E"

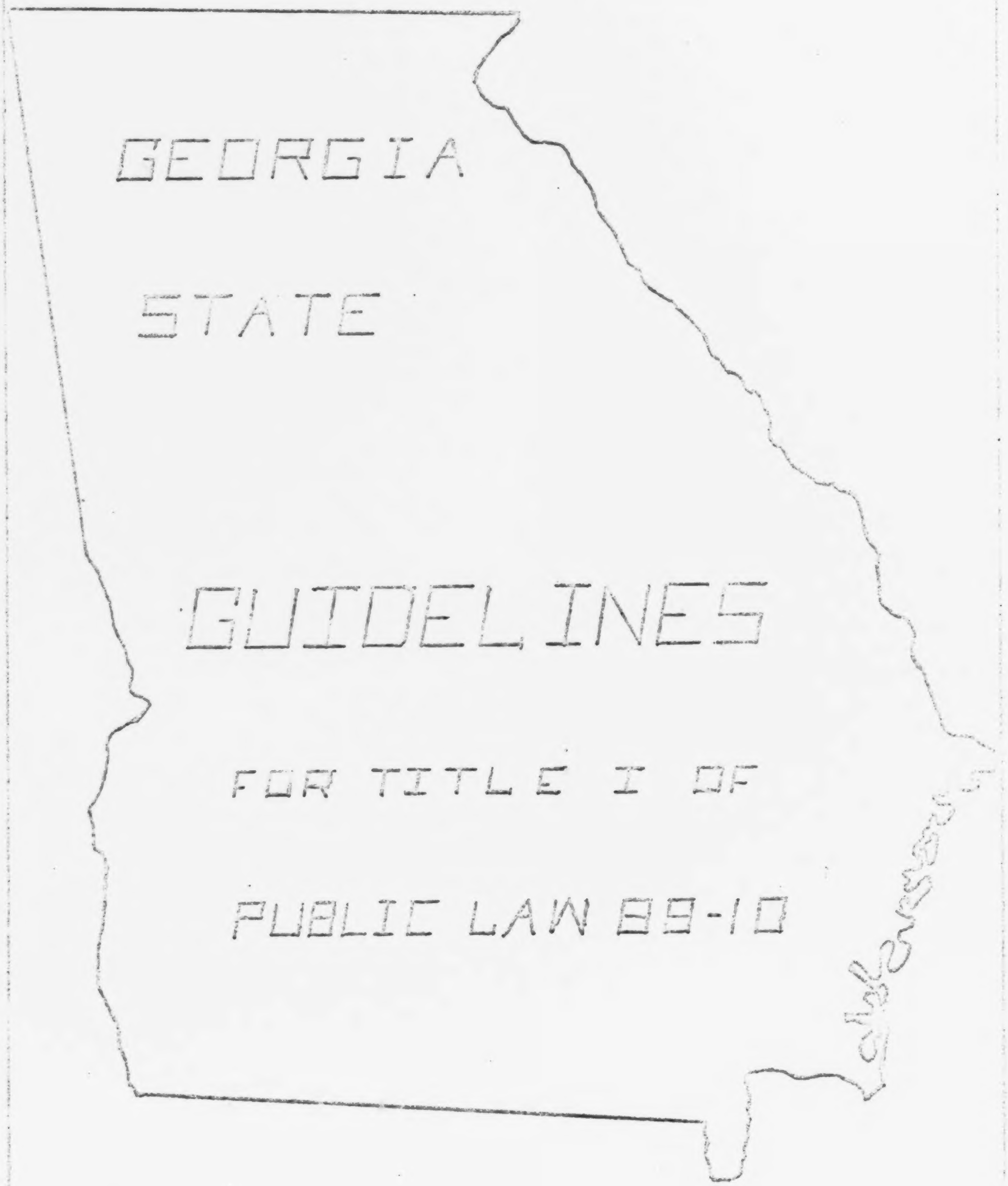
(Echols and Quitman County; and Jefferson, Trion, and Social Circle City School Systems)

This SMSA was characterized by many summer programs that were remedial, traditional, for lower grades and emphasized the teaching of reading. Generally, the evaluations were scanty; however, subjective statements regarding the positive enhancement of educational opportunities were more effusive and less reserved than in all other SMSAs.

Transportation problems seemed to be less of a problem in this SMSA. A greater emphasis was placed upon the fact that staff and students were attending integrated classes. It was also noted that field trips, experience type learning situations, and other innovative efforts were not used in project activities; however, one system utilized a multifaceted summer program to make a concentrated effort to help the "hard core" culturally deprived. This system used a program that included physical education, food service, medical aid, and a reading enrichment program.

The systems in this SMSA were also notable in the reporting of quite unusual cases of cultural deprivation of children as well as the unique personal school experiences of these children. The cultural deprivation of children in this SMSA is so vast that any new effort must be substantially positive in its degree of effectiveness.

APPENDIX "A"



GEORGIA STATE

GUIDELINES

FOR TITLE I OF PUBLIC LAW 89-10

GEORGIA STATE DEPARTMENT OF EDUCATION

Title I, Public Law 89-10

February, 1966

STATE GUIDELINES

The implementation of Title I of the Elementary and Secondary Education Act of 1965 (Public Law 89-10) is to be carried out in accordance with the provisions of the Act itself; of the Federal Rules and Regulations as published in the Federal Register, Volume 30, Number 178 of September 15, 1965; and of Federal and State Guidelines.

An early preliminary draft of Federal Guidelines was distributed to all Local Educational Agencies. The final, official draft of the Federal Guidelines is not greatly different from the earlier draft. It does contain some changes, however, and should be thoroughly understood and followed by all who have responsibilities in connection with Title I projects.

This bulletin may be considered as a State Supplement to the Federal Guidelines as it directs attention to particular items in those Guidelines and sets forth specific policies which have been established for our own particular State.

The parentheses refer to certain ones of the important sections of the Federal Guidelines.

("Local Educational Agencies" - Page 2)
Applications are to be sent to a Title I Area Consultant for processing. Two Consultants are available to every part of the State. If additional application blanks or printed instructions for completing them are needed, they may be obtained from the office of the Coordinator of Title I, Public Law 89-10 in the State Department of Education.

All applications for projects in fiscal year 1966 must be in the hands of the Area Consultants in approvable form no later than May 1, 1966.

Any requests for amendments to approved project applications must be submitted in the original and three copies to the Area Consultants by the same date.

("Emphasis on Evaluation" - Page 2)
An early start on project and program evaluation is essential in order

that baseline data will be available from the very beginning of the project and in order that adequate reporting will be possible immediately following the ending dates of the projects and program. (See "Part D" on Evaluation.)

("Grants to State Agencies Operating or Supporting Programs for Handicapped Children" - Page 4)
Applications for projects for handicapped children on a non-district basis must be made by the State agency which operates or supports the schools attended by such handicapped children.

("Evaluation Reports" - Page 5)
The Annual Project Evaluation Report for each approved project is to be submitted by the Local educational agency to the State Department of Education as soon as possible and no later than 30 days after the completion of each phase of the project. Reports are requested after each phase of the project because, in many instances, the total project will not have been completed until late in the summer. Guidelines for preparing the evaluation reports will be available from the State Department in the near future; and final forms for making the reports will be distributed by May 1, 1966.

("Accounting Basis to be Used" - Page 5)
The obligation basis of accounting in maintaining fiscal records and reporting will be used.

("Accounting at Local Level" - Page 6)
Funds are not to be used for any project obligations which were made prior to the official date of approval of the project by the State agency.

("Liquidation of Obligations at State and Local Levels" - Page 6)
Federal money for projects of a given fiscal year may not be spent subsequent to the close of the next following fiscal year. Any unpaid obligations at that time must be cancelled, except in the case of certain construction costs where the nature of the construction will determine the length of the payment period.

("Local Estimates of Need for Federal Funds" - Page 7)
The report, "Quarterly Disbursement and Estimated Requirement of Federal Funds", Form 89-10-I-2, (See memorandum to all local school superintendents, dated November 24, 1965) must be submitted in duplicate.

for each project, no later than ten (10) days after each quarter. The two copies of this report should accompany all new project applications when they are submitted for approval.

("Project Completion Reports: Preliminary and Final" - Page 7)
The "Project Completion Report", Form 89-10-I-4, must be submitted in duplicate, for each project, within 30 days after the approved ending date of the project. If all of the project's accounts have been liquidated, this "preliminary" report may also serve as the "final" report. The "final" report must be submitted in duplicate, for each project, by June 30 of the following fiscal year.

("Local Records of Project Transactions" - Page 8)
Two copies of the "Record and Report of Local Expenditures", Form 89-10-I-1, (See memorandum to all local school superintendents, dated November 24, 1965) must be submitted for each project no later than the 10th of each month.

Account codes which conform with the "Annual Financial Report" are to be followed for all Title I reports.

("Records of Accountability and Documentation of Costs" - Page 9)
Prorated salaries for time spent on Title I projects must be carefully calculated and based upon the amount of time the person actually devotes to each project and documented by before-the-fact statements of the time estimated that each employee will devote to the project and by after-the-fact statements of the actual time each such employee did devote to the project, signed by the responsible official.

School system superintendents may not receive additional compensation for services rendered in connection with Title I projects.

("Keeping an Equipment Inventory" - Page 9)
An inventory of all items of equipment costing $100 or more per unit is to be maintained for the useful life of the equipment. This inventory should show the date of acquisition, cost, name, and location of each item. When an item of equipment is disposed of, an explanation should be made on the inventory.

Separate inventories should be maintained for all equipment items temporarily placed on privately owned property regardless of the cost of each item.

All records are to be kept intact and accessible (1) for three years after the close of the fiscal year in which the expenditure was made, (2) until the State agency is notified that such records are no longer needed for administrative review, or (3) until the State agency is notified of the completion of the fiscal audit by the Department of Health, Education, and Welfare, whichever is later.

("Audits" - Page 10)
All financial activities under this Title are subject to audit at the Local, State, and Federal levels. Completed audits of project accounts should be set out from the normal school audit, filed at the State level, and made available to the Department of Health, Education, and Welfare, or to representatives of the U. S. Commissioner of Education.

("Deviation in Utilization of Project Funds" - Page 12)
Projects must be amended if there are to be deviations of 10% or more in the total amount of money approved, deviations of 25% or more in the line items of the budget, additional personnel employed above that approved in the project, or additional equipment purchased above that approved in the project.

("Adjustments Due to Overpayments" - Page 12)
The Local agency will be held financially responsible for any overpayment of funds to the Local agency as indicated by sustained audit exceptions. If such funds are not credited as an advance payment on a current project of the Local agency, they are to be refunded to the State agency which disbursed them.

("Project Design" - Page 21)
The State educational agency has no alternative but to disapprove or require the revision of any project proposal which is not prepared by the Local agency in accordance with the intent of Title I, the Law, the Regulations, and the Guidelines.

("School Attendance Areas Having High Concentrations of Children From Low-Income Families" - Page 23)

The ranking of schools within a given School System for the purpose of determining eligibility for projects must be done on the most reliable and objective basis available. Care must be exercised that the same basis is applied to the entire system and that any statistics used are consistent as to the time they were gathered. Supportive data for this ranking of schools must be included with the Part I--Basic Data application.

("Provisions for Participation by Educationally Deprived Children Enrolled in Private Schools" - Page 24)
A program under Title I can not be approved unless it provides sufficient opportunities for the participation of educationally deprived children who are enrolled in private schools and who live in the attendance areas of project schools. Each project application must show the degree and manner of expected participation by educationally deprived children enrolled in private schools.

("Procedures for Evaluation" - Page 26)
Each project application must state the procedures and techniques which are to be used in determining the extent to which the special educational needs of the educationally deprived children are met through the project and through the program of which the project is a part. These procedures must be based upon criteria consistent with the objectives of the project and must provide for an annual report to the State agency on a before-the-fact and after-the-fact basis: (1) the educational achievement of children served by the project, (2) the educational deficiencies of such children, and (3) the educational opportunities available to those children to alleviate their identified educational deficiencies.

("Reports and Records" - Page 27)
The Local educational agency must maintain easily understood records on the use of Title I funds indicating not only receipts and disbursements of funds; but, also (1) the amount of time spent on project activities by each child and by each employee, (2) formal and informal evaluations of individual children, and (3) evaluations of the project and of each of its related activities.

("Projects Using Parents, Volunteers, and Subprofessional Aides - Page 33)
When teacher aides are included in a project, care must be exercised that such aides do not perform duties which can best be performed only by professionally trained people. The "aide" must not become a "teacher". Only teachers should be permitted to serve in the capacity of professional instructors.

Projects under Title I of Public Law 89-10, just as any other facet of the school program, are governed by State rules and regulations pertaining to certification of teachers, school plant construction, textbook

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Best Available
Copy

("Preparation of the Proposal" - Page 39)
Each project proposal should include, as a first step toward the evaluation of the project, a listing of each of its objectives in specific and behavioral terms and a parallel listing of instruments (tests, observations, etc.) to be used in evaluating progress toward those objectives.

("Use of Standardized Tests" - Page 39)
Public Law 89-10 states that whenever possible "objective measures of educational achievement" will be used for the evaluation.

The importance of early planning of evaluation procedures cannot be overemphasized.

("Final Considerations" - Page 40)
Well conceived evaluation methods must be an integral part of all Title I projects.

Continuous or interim evaluation of projects and programs is especially important this first year.

****

As projects are planned and carried out it is hoped that full advantage will be taken of whatever professional assistance is available through the State Department of Education and other sources in order that the educationally deprived children who are served may get maximum benefits from the money and efforts expended upon them.

Coordination with the local Community Action Programs, Office of Economic Opportunity, where they have projects in operation, is required.

State Department of Education specialists in the areas of School Lunch and School Plant services will be glad to confer with you.

The appropriate personnel from the Office of Instructional Services will advise you relative to particular areas if you will contact them in the Division of Curriculum Development, Vocational Education, Pupil Personnel Services, Exceptional Children, Educational Television, and Teacher Education and Certification Services. Title I Area Consultants will be glad to assist you in any way they can.

Mr. Dallas Williams of the accounting office, Mr. Warren Post and Mr. J. S. Saylor of the audit and review section, and Dr. Franklin Shumake and other personnel of the pupil personnel division, will be available for specialized assistance in connection with fiscal record keeping and reporting, with auditing, and with evaluations respectively.